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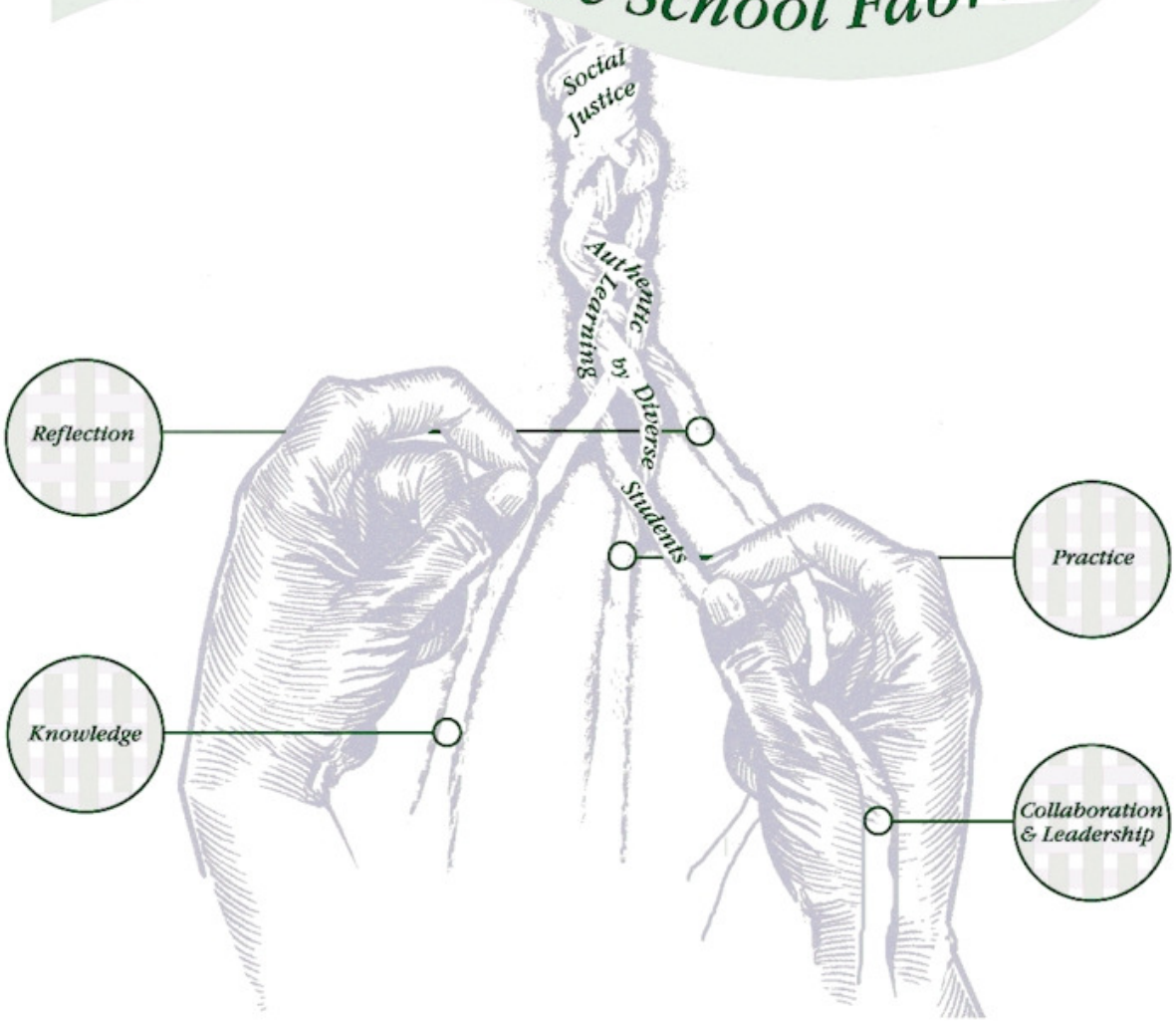

POLICY HANDBOOK

For Faculty, Professional Staff, & Students

School of Education
State University of New York at Oswego
Review in progress 2014

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Review in Progress 2014

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Chapter 1: General Information
Review in Progress 2014

ARTICLE 1: GENERAL INFORMATION

ARTICLE 2: SPECIFIC DEFINITIONS

When used in the SOE Policy Handbook, the following definitions apply. These definitionS apply to all programs in the School of Education.

A. Class Day. A "class day" is Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, or Sunday on which the School of Education conducts regularly scheduled classes.

B1. Mailed. A traditional, hard-copy, letter is "mailed" when it is placed in a United States mailbox or is delivered to a United States Post Office or other commercial delivery services, such as Federal Express or United Parcel Service.

B2. Emailed. A communication is "emailed" when it is sent via the official SUNY Oswego email server

a. Email. Email is an official mechanism of campus communication. (See Campus Technology Services**,** *SUNY Oswego Electronic Mail (E-mail) Accounts as Official Mechanism of Communication,* http://www.oswego.edu/cts/policies/email.html

b.. Campus-based email addresses. Campus-based email addresses are the official college email address for all campus communication. All emails to students, faculty, and staff are sent to their campus-based email addresses. (See Campus Technology Services, *SUNY Oswego Electronic Mail (E-mail) Accounts as Official Mechanism of Communication,* http://www.oswego.edu/cts/policies/email.html

C. Decision Maker. A "decision maker" is a School of Education administrator, faculty member, or professional staff member who participated in the decision concerning admission, retention, graduation, or recommendation for state certification and/or licensure.

D. Dean. The term "Dean" as used in this policy refers to the Dean of the School of Education for all procedures involving undergraduate candidates and to the Dean of Graduate Studies for all procedures involving graduate candidates. The term "Dean" also refers to the Dean's Designee – often but not exclusively an Assistant or Associate Dean.

E. Chair. The term "Chair" as used in this policy refers to the Chair or Director of any department or program in the School of Education or the Chair or Director of any department or program in any of School or College at SUNY Oswego. The term "Chair" also refers to the Chair's Designee.

~~E~~F. Terminate From a Program and Not Recommend for State Certification. The phrase "termination from a program" as used in this policy refers to and includes both the decision to "~~ask~~ recommend that a candidate to leave a program" and the decision to "not recommend a candidate for state certification." It is possible for an individual to be terminated from a licensure or certification program (and therefore not be recommended for a state licensure or certification) yet

graduate from the university with a non-certification degree awarded by the School of Education (i.e., move from candidate status to non-candidate status). ~~See Section 4B for clarification~~.

~~F~~G. ~~Students~~Candidates: All individuals admitted to or enrolled in graduate or undergraduate program in the School of Education who are seeking a degree in any of the SOE major or minor programs. Candidates may be further classified as those matriculated in programs leading to certification or licensure or those who are not. Candidates are distinguished from *students* in P-12 schools. ~~.~~ A ~~Students are either candidates or non-candidates (see definitions below) .~~

1. Candidates for certification or licensure: Individuals admitted to, or enrolled in, programs preparing students for and culminating in state or federal certification or licensure associated with ~~for the~~ initial or advanced preparation of teachers, teachers continuing their professional development, or other school professionals. ~~Candidates are distinguished from *students* in P-12 schools~~.(~~Definition~~ This definition is consistent with that of NCATE, retrieved on 26 October 2011, http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#C). For purposes of the SOE, ~~candidates~~ Candidates for Certification or Licensure also include individuals admitted to, or enrolled in, programs for the preparation of school building leaders , mental health counselors, and allied professionals preparing for licensure and/or certification.

2. ~~Non-Candidates~~Candidates Not Seeking Certification or Licensure: Individuals admitted to, or enrolled in, SOE programs and majors ~~for non-school professionals~~ that do not directly prepare students for or culminate in state or national certification or licensure (such as technology management and wellness management).

~~G~~H. Hybrid course: Course that meets on a regularly scheduled face-to-face basis, in a specific location with students and faculty in the same place at the same time. Some of the coursework will be delivered online via learning management software (e.g., Blackboard, Angel, Elluminate). The course schedule will clearly delineate the specific dates and times of face-to-face class meetings and the online portion of the course.

~~H.~~I Asynchronous course: Fully online course that has no scheduled meeting times. Students are required to complete all course content online through a specific learning management software system (e.g., Blackboard, Angel, Elluminate). Specific deadlines for completing assignments are outlined in the course syllabus.

~~I~~J. Synchronous course: Full online course that meets on a regularly scheduled basis. Students and faculty attend the class online at the same time through the use of a through a specific learning management software system (e.g., Blackboard, Angel, Elluminate).

K. Field Placement. An umbrella term that includes all field experiences and clinical practice opportunities.

1. Field experiences. The direct observation of teaching, participation in teaching, or teaching itself that is related to the teacher education program in which the candidate is enrolled. The candidate engages in the field experience prio to student teaching or practica. (Title 8, Chapter II⌈52.21 (b)(1)(vii))

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2. Practica. Structured, college-supervised learning experiences for a candidate in a teacher education program in which the candidate practices the skills being learned in the teacher education program through direct experiences with individual students or groups of students. These skills are practiced under the direct supervision of a certified teacher who has official responsibility for P-12 students. (Title 8, Chapter II∫52.21 (b)(1)(xi))
3. Student teaching Structured college-supervised learning experience for a candidate in a teacher education program in which the candidate practices the skills being learned in the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of P-12 students in the area of the certificate being sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class. (Title 8, Chapter II∫52.21 (b)(1)(xiii)). Per SUNY Oswego Curricular Information, Student Teaching IS (IS NOT) counted towards the 21-credit maximum associated with Independent Studies, Internship, and Practica.
4. Internship An internship is a professional experience in a XXXX.
   a. Internship for teachers already holding an initial certification.
   b. Internship in other certification programs.
   c. Leadership Experience. Leadership experiences are a specific type of internship associated with School Building Leader preparation. Leadership experiences as defined by NYSED (∫52.21(c)(3)(v)(a)(1-4)).

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CHAPTER 2: SCHOOL OF EDUCATION MISSION, VISION, & GENERAL POLICIES

Revision in progress 2014

ARTICLE 1: MISSION STATEMENT

The faculty of the School of Education, working in partnership with citizens of the world, supports and promotes extraordinary educators and learners.

Building on the wisdom of the past, the realities of the present, and the promise of the future, innovative educational programs will prepare individuals who will continually strive for personal growth and become socially conscious catalysts for change.

We will instruct, involve, challenge and care for all learners, children and adults, in the legacy of Edward Austin Sheldon.

ARTICLE 2: VISION STATEMENT

The School of Education cultivates graduates who:

- are committed to the work of their chosen profession
- value diversity in all its forms and advocate for Social Justice
- engage in ongoing professional development
- possess a strong sense of professional identity

To this end, the School of Education fosters a vibrant intellectual community that values teaching, collaboration, and scholarship, as well as promotes and supports socially just policies and practices.

ARTICLE 3: OVERVIEW OF SUNY OSWEGO AND THE SCHOOL OF EDUCATION

Revision in progress 2014

SECTION 1: HISTORICAL AND INSTITUTIONAL INFORMATION

The State University of New York (SUNY) a unified system of public higher education with 64 campuses that are geographically dispersed across the state. Enrolling about 400,000 students, SUNY comprises the nation's largest multi-campus higher education system. It includes a unique assemblage of community colleges, two-year and four-year colleges of technology, specialized and statutory colleges, traditional four-year colleges, research university campuses, and academic health science centers.

SUNY Oswego was founded in 1861 as the Oswego Primary Teachers Training School. Its founder, Edward Austin Sheldon, was an innovative teacher educator who promoted the object method of teaching adapted from the techniques of the Swiss educator Johann Heinrich Pestalozzi. This method formed the pedagogical foundation for what is now Technology Education and served as the cornerstone for other Oswego programs that emphasize authentic learning and field experiences. Sheldon's efforts in the preparation of teachers gained international recognition.

The Oswego Primary Teachers Training School was incorporated as the Oswego State Normal and Training School in 1865. In 1938, state normal schools were converted to teachers colleges and the course of study was extended from three to four years. In 1940, Oswego granted its first Bachelor of Science in Education degrees to graduates in Industrial Arts. SUNY was formed in 1948 and Oswego became one of its inaugural 42 units. Two years later, Oswego granted its first Master of Science in Education degrees. By 1962, Oswego had changed from an institution devoted exclusively to teacher training to a comprehensive college of arts and sciences.

Today, SUNY Oswego is one of thirteen regional colleges within SUNY. Because it is part of a unified system of public higher education, teacher education programs at SUNY Oswego are governed not only by New York State Education Department (NYSED) regulations, but also by SUNY Board of Trustees mandates on such issues as general education, faculty workload and evaluation procedures, and governance and resource allocation policies.

SUNY Oswego offers undergraduate and graduate programs in liberal arts, sciences, education, and business, in a small city setting about 50 and 75 miles respectively from the cities of Syracuse and Rochester. More than 300 of the over 500 faculty members are full-time, tenured or tenure-track employees; 88% of whom hold a doctorate or highest terminal degree. (2010-2011 figures)

About 8,300 students are enrolled at SUNY Oswego, about 7,400 undergraduates and over 900 graduate students. The undergraduate student body is generally traditional, with nearly 65% in fulltime study between the ages of 18 and 21; 97% are from New York State. In Fall 2010, entering freshmen had average SAT-Verbal scores of 54 9 (national average 501), average SAT-Math scores of 561 (national average 516), and high school GPAs of 90%. Candidates in teacher education and pupil personnel programs in the School of Education make up about 23%

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of the undergraduate enrollment and more than 60% of the graduate enrollment at SUNY Oswego. (2010-2011 figures).

SECTION 2: ORGANIZATION OF THE SCHOOL OF EDUCATION

A. The **Dean of the School of Education** is responsible for the operation of all programs in professional education at SUNY Oswego. The Dean reports to the Provost, who in turn reports to the President of SUNY Oswego. Associate Deans, Assistant Deans, Technology Support Professional, and the Director of Field Placement report to the Dean.

B. **The faculty of the School of Education** are organized into six departments, described in detail in the next section. Each department in the School of Education elects a chairperson (confirmed by administrative appointment) who represents the faculty of that department on the **School of Education Administrative Advisory Council** (AAC). Associate Dean(s), Assistant Dean(s), Director of Field Placement, Technology Support Professional, and the chair of Faculty Council are also members of the AAC, which meets with the Dean regularly.

C. **Faculty Council** – The faculty of each department are represented on the **Faculty Council**, along with an undergraduate and graduate student body representative and a professional staff representative. Associate and Assistant Dean(s) are *ex officio,* non-voting members of the Faculty Council. Faculty Council makes recommendations to the faculty and to the Dean about issues affecting the School of Education. The chairperson of Faculty Council participates on the Administrative Advisory Council as a voting member. The Administrative Advisory Council and the Faculty Council meet together as needed to discuss and coordinate cross-cutting School of Education initiatives.

D. **Standing Committees –** Faculty Council elects or appoints members to various standing and *ad hoc* committees to address issues of concern to the faculty of the School of Education. . Each standing committee consists of a Faculty Council and Administrative Advisory Council representative s well as interested SOE faculty, staff members, and candidates. The committees report to Faculty Council and to the Dean through the Faculty Council representative on the Administrative Advisory Council. Current (2013-2014) Faculty Council standing committees are:

i. Assessment,
ii. Diversity,
iii. Educational Technology,
iv. Field Placement and
v. Professional Development School Partnerships.

E. **The Peer Review Committee** is an elected faculty group; it makes recommendations on promotion and discretionary salary increases.

F. **Program Advisory Groups** Each department preparing candidates for licensure or certification has at least one associated **Program Advisory Group** (PAG), which are advisory boards consisting of School of Education, College of Liberal Arts and Sciences, School of Business, and/or School of Communications and Media Arts faculty as appropriate; school

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practitioners; and candidates. The Program Advisory Groups are organized in each department to meet the unique needs of candidates in each program. The Program Advisory Groups consult to make recommendations about program changes and improvements.

G. The **Campus Teacher Education Network** (C-TEN) has representation from the School of Education and the departments and interdisciplinary groups in the College of Liberal Arts and Sciences and School of Communications and Media Arts that contribute to the content majors associated with the SOE teacher certification majors. C-TEN is chaired by a representative of the Dean of the School of Education. Teacher education certification issues as promulgated by the New York State Education Department are shared with the C-TEN group on a regular basis (e.g., updates to certification assessments). The C-TEN group makes recommendations to the deans, the provost, and the appropriate departments about issues of common interest to School of Education, College of Liberal Arts and Sciences, and School of Communication and Media Arts faculty. C-TEN also provides coordination for the various program advisory groups (PAGs) organized for certification content area.

H. Team Sheldon is a partnership among the Oswego County public schools, the Oswego County Board of Cooperative Educational Services (BOCES), and the School of Education. Its members include the school superintendents; the Dean & Associate Dean; and representative faculty and department chairs from the School of Education. The group collaborates on issues of mutual interest, such as field placements and needs assessments for new programs. It also supports various projects, including the Oswego County Professional Development Schools initiative and Sheldon Institute (a grade 2-12 summer educational enrichment program).

I. Programs and Departments in the School of Education

a. The **Counseling & Psychological Services (CPS) Department** offers three graduate degree programs: Mental Health Counseling, Counseling Services, and School Psychology. The Mental Health Counseling program prepares human service providers to deal with problems and general concerns of human service agency clients. Graduates may be licensure qualified.. The Counseling Services program has three options designed to prepare school and higher education counselors. The School Psychology program is designed to prepare psychologists for the schools. Finally, the non-certification Human Services/Counseling program prepares counselors to work with a wide range of developmental concerns and employment issues. A special track permits candidates to fulfill requirements for the Credentialed Alcohol & Substance Abuse Counselor (CASAC). The CPS Department also offers a non-degree certificate Play Therapy program, which qualifies candidates as Credentialed Play Therapists.

b. The **Curriculum & Instruction (C&I) Department** offers undergraduate and graduate programs leading to initial certification in such areas as Childhood Education Grades 1-6 Adolescence Education Grades 7-12 (Biology, Chemistry, Earth Science, English, French, German, Mathematics, Physics, Social Studies and Spanish); Teaching English to Speakers of Other Languages (TESOL) All Grades; Special Education Grades 1-6 Initial Certification, Art Education and Literacy Birth-Grade 6 and Grades 5-12. C&I also offers an advanced Curriculum & Instruction programs that lead to professional certification for candidates with initial certification in a variety of content areas in early childhood, childhood, middle childhood

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and adolescence regular and special education. C&I also offers programs that do not lead to certification or licensure.

c. The **Department of Educational Administration** (EAD) offers a Certificate of Advanced Study (CAS) in Educational Administration for candidates holding both a Master's Degree and permanent or professional certification as a teacher. Program graduates are eligible for certification as a School District Leader (SDL) and School Building Leader (SBL). The department offers a non-degree Superintendent Development Program in various locations around the state in response to a statewide need to increase the pool of high-quality potential school superintendents.

d. The **Department of Health Promotion & Wellness** (HPW) offers an undergraduate major in Wellness Management, and minors in Athletic Coaching and Health Sciences. Courses in the Athletic Coaching minor lead to New York State certification as a coach. HPW also offers a graduate certificate program in Health & Wellness.

e. The **Department of Technology** (TEC) has the oldest and one of the largest baccalaureate degree Technology Education programs in the country. It is one of only three in New York State and currently enrolls over 250 undergraduate majors. The department offers the Master of Science in Technology Education for teachers who hold an initial certificate. For both programs, courses in technology content areas are taught in applied technology laboratories to educate technology teachers for public schools, trainers for business and industry, and personnel for related fields of human development. The department has hosted a Fall Technology Conference every year since 1940. The conference is attended by hundreds of preservice and inservice technology teachers (many of whom are alumni), college faculty, school administrators, and technology education vendors from all over the northeast. The department also offers the Bachelor of Science in Technology Management jointly with the School of Business.

f. The **Vocational Teacher Preparation Department** (VTP) produces the vast majority of the vocational educators in New York State. The department offers a variety of non-degree, undergraduate degree, and graduate degree programs in 7-12 Agriculture, Business & Marketing, Family & Consumer Science, Health Careers, Technical, and Trade Education. The department also offers All Grades undergraduate and graduate programs in Agriculture, Business & Marketing, and an All Grades MSEd program in Family & Consumer Science. Students may also major in Vocational Education and concentrate in Human Development, Computer Science, Information Science, Public Justice, Broadcasting and Mass Communication, Graphic Design, or Theatre to prepare candidates for New York State teaching certification in Technical Education (grades 7-12) or Trade Education (grades 7-12). VTP programs are delivered on campus and online via synchronous, asynchronous, and hybrid learning platforms. VTP programs are primarily designed for transfer students who have an Associate in Applied Science (AAS) or Associate of Occupational Studies (AOS) degree, or working adults with a minimum of four years of professional experience in an occupational specialty.

J. **Service Region for School of Education Programs** – About 55% of SUNY Oswego undergraduates and about 85% of SUNY Oswego graduate students permanently reside within a

100-mile radius of Oswego. This area extends as far north as Jefferson County, as far west as Monroe County, as far south as Seneca and Cayuga Counties, and as far east as Lewis, Oneida, and Madison and encompassed most of of the School of Education field placements, including early field experiences, student teaching, and allied educational internships in 2010-2011 and nearly 100% of the field placements for the department of Curriculum and Instruction.

Field placements and internships for the departments of Counseling and Psychological Services, Educational Administration, Health Promotion and Wellness, Technology, and Vocational Teacher Preparation extend throughout New York State.

SECTION 3: UNIQUE FEATURES OF THE SCHOOL OF EDUCATION

Many community, regional and international partnerships distinguish the School of Education, emphasizing authentic learning in diverse, urban, and/or high needs school settings. Among them are:

A. The **Center for Urban Schools** in the School of Education is a resource center for communication among students, staff, faculty, and others who are interested in urban education issues (http://www.oswego.edu/~prusso1/c4us). Its initiatives support the School of Education's goal to provide every graduate a field experience in an urban high needs school setting. The Center seeks to focus resources to support urban schools by:

i. Increasing the number of urban students in education programs;
ii. Increasing urban field placements for pre-teachers;
iii. Increasing the numbers of graduates who take positions in urban schools;
iv. Supporting urban teachers and agencies via partnership arrangements;
v. Supporting faculty in their study and urban partnership work; and
vi. Seeking funding to support urban education initiatives.

B. The Counseling and Psychological Services (CPS) Department sponsors several events throughout the year.

i. The **CPS Spring Seminar** has been organized by the department for more than 20 years;
ii. the **CPS Professional Development Initiative Workshop** features topics of interest to school counselors and psychologists (e.g., autism, school violence, adolescent sexuality, media influences on the sexual behavior of youth; and understanding trans-gendered youth).
iii. An annual all day **Play Therapy Workshop.**

C. The **Onondaga Nation Partnership** in Lafayette NY developed as the result of networking between School of Education faculty, the Oswego State Native American Advisory Council, and members of various Native American communities. Graduate students in literacy provide tutoring in reading, writing, and oral language to Native American students. SOE faculty work with the entire faculty on literacy instruction, responds to questions they raise, visits their classrooms, and conducts teacher study groups which meet weekly. Faculty also facilitate interactions with area writers, who have conducted writing workshops with elementary teachers on a regular basis. Along with these literacy activities

D. Project CLIMB (Collaborative Link for Instructor Mentoring in Benin) involves professors from the School of Education who are collaborating with school inspectors and educational leaders in the West African nation of Benin to improve the educational system. The project provides support for curriculum development; professional development for Beninese teachers and school administrators; and has a major focus on encouraging girls to enter and remain in school.

E. **Project SMART** is a school/business/university partnership among the Oswego County Schools and Teacher Center, the Syracuse City School District, several New York City school districts, several regional business and community organizations, and SUNY Oswego (http://www.oswego.edu/academics/colleges_and_departments/departments/curriculum_and_instruction/project_smart/). For twenty years it has provided high-quality and sustained professional development for inservice and preservice teachers during an annual summer institute, followed by implementation and assessment activities with participants during the academic year. Project SMART's purpose is the improvement of P-12 teaching through an inquiry-based approach that emphasizes how schoolwork is connected to learning in the real world of work. In addition, Project SMART has increasingly focused on promoting professional development school and other partnership activities in diverse urban school environments, receiving significant new funding for this enhanced programmatic emphasis in recent years. Project SMART has also begun to support the work of the **Project CLIMB** initiative by hosting a team from Benin in the 2007 summer professional development institute.

F. During the summer and academic year, graduate students in the Literacy Education program participate in a semester-long, after school **SUNY Oswego Reading Clinics** in collaboration with the Oswego City and Baldwinsville Central School Districts. Teacher candidates provide individualized instruction for students experiencing special problems in reading and/or writing. They diagnose and tutor approximately 100 at-risk students per year under the supervision of the C&I literacy faculty.

G. NYS Superintendent Development Program, which enrolled its first cohort in 1997, is the longest running superintendent development program in New York State. This is a yearlong program designed to prepare aspiring superintendents for the position of superintendent of schools. It is also designed to assist all participants acquire a district wide perspective on the K-12 school organization, and is therefore, also a program for principals aspiring for district office positions.

H. **The Technology Annual Fall Conference** has been held every October on the Oswego campus since 1939. It involves hundreds of faculty, preservice technology candidates, technology teachers and school administrators, and technology education venders from the northeastern states. Presentations, demonstrations, round table discussion groups, and other professional development activities are featured.

SECTION 4 ORGANIZATIONAL CHART

The School of Education Organization Chart is posted and available on the SUNY Oswego School of Education web site.

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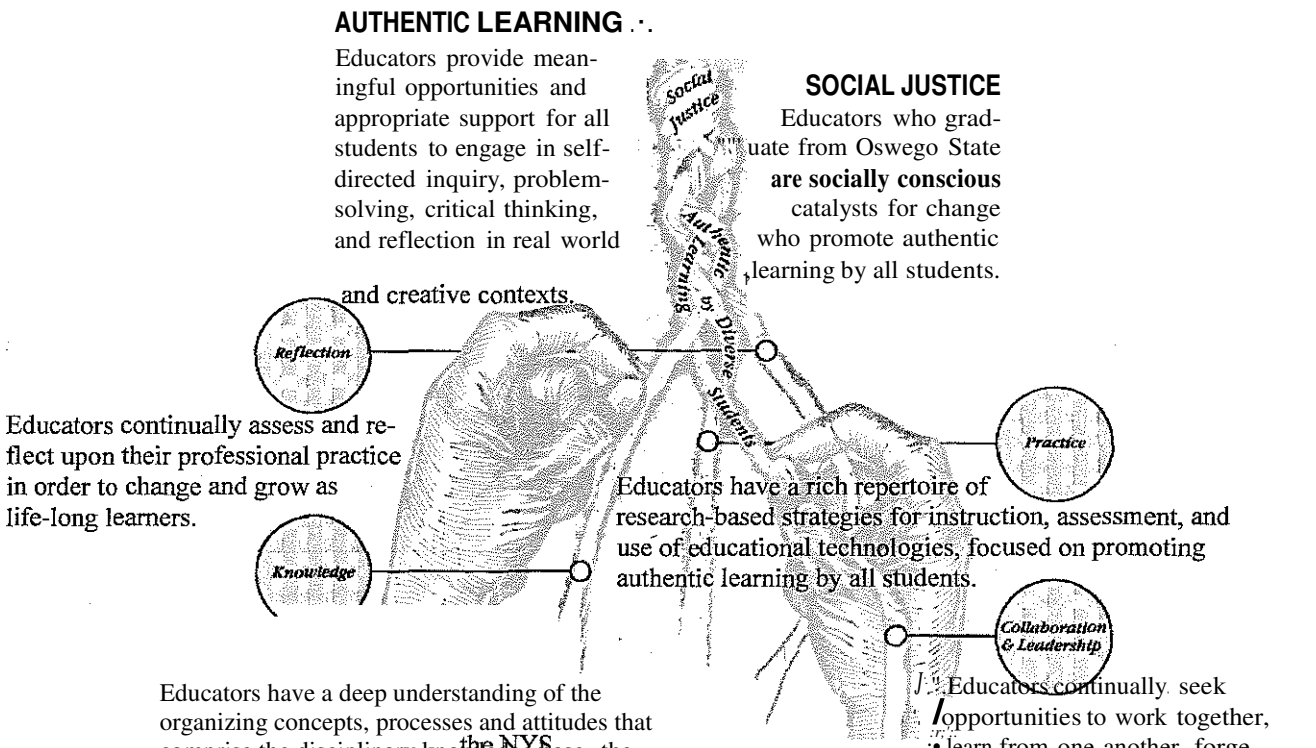
WEAVING

A transformative school fabric



The faculty of the School of Education at Oswego State believes that the role of schools is to promote authentic learning by all students. The role of educators in meeting that goal is to function as socially conscious catalysts for change who create and sustain **school environments where excellence is cherished and** social justice flourishes..

The act of weaving a braid is a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators continually weave strands of knowledge, practice, reflection, collaboration and leadership, thus creating a complex braided school fabric in which authentic learning is an everyday reality for diverse students. Concern for social justice anchors the educational process; it is the knot at the top of the braid.

ARTICLE 5: PROFESSIONAL DISPOSITIONS

Revision in progress 2014

SECTION 1. PROFESSIONAL DISPOSITIONS & THE CONCEPTUAL FRAMEWORK.

A. Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators and other professionals to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego. The conceptual framework uses weaving a braid as a visual metaphor for the interactive, recursive and transformative nature of the teaching and learning process. Educators and other professionals continually weave strands of KNOWLEDGE, PRACTICE, REFLECTION, COLLABORATION and LEADERSHIP, thus creating a complex braided fabric in which AUTHENTIC LEARNING is an everyday reality for diverse students and clients. Concern for SOCIAL JUSTICE anchors the educational process; it is the knot at the top of the braid.

B. All professionals, including educators, must express professional values, commitments and ethics in order to promote authentic learning by *all students** in socially just school environments. We expect the potential for thee dispositions to be exhibited by candidates at entrance to all programs. Faculty, administrators, teachers and other school personnel associated with programs in the School of Education support the development of candidates' understanding and practice of these professional dispositions within a socio-cultural perspective. Our goal is to prepare educators and all professionals to function effectively as socially conscious catalysts for change, who create and sustain school and other professional environments where excellence is cherished and social justice flourishes.

SECTION 2. THE SCHOOL OF EDUCATION'S PROFESSIONAL DISPOSITIONS

A. Commitment to authentic learning and teaching - Educators and other professionals exhibit enthusiasm, initiative, ,and dedication to the task of providing a safe, inclusive, equitable environment for *all students* to learn at high levels and seek effective new ideas and relevant information to develop continuously as educators for social justice.

B. Advocacy - Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that *all students** can learn authentically at high levels in socially just schools.

C. Critical reflection - Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from *others** to improve their own practice.

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D. Integrity - Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of *all students** and *others** in the learning community.

E. Socially-conscious respect - Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand *others*;* and believe *all students** can learn authentically at high levels.

F. Socially-conscious responsibility - Educators hold themselves accountable for authentic learning by *all students;* and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for *all students** and *others** in the learning community.

G. Collaboration - Educators listen, communicate, and work effectively with *others** from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

* The phrases *"all students"* and *"others"* always includes but is not limited to people of all races/ethnicities, genders, ages, abilities/disabilities, languages, religious beliefs, sexual identities, family types, and socio-economic class

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ARTICLE 6 DIVERSITY POLICY
REVISION IN PROGRESS 2014

SECTION 1. VISION AND SCOPE OF CONCERN

A. Vision.

The faculty members of the School of Education envision and are deeply committed to the creation of a fair and equitable society. The School of Education seeks to realize this ideal through the preparation of professionals who can function as socially conscious catalysts for change who create and sustain school and other professional environments where excellence is cherished and social justice flourishes. Such educators and other allied professionals value differences in their classrooms and worksites, seeing these differences as positive and desirable; they employ practices, pedagogy and curricula that promote social justice and address social justice issues. Social justice is a foundational principle in the School's Conceptual Framework.

Our society is diverse, and we honor and see strength in that diversity. In our efforts to create a truly just society, we must conceptualize diversity as broad, inclusive, and amenable to evolving definitions. The definition of diversity at minimum address the issues of age, ethnicity, race, gender, religion, sexual orientation, socioeconomic status, and the issues of persons with disabilities. In addition, it is recognized that people also experience injustices for many other reasons (i.e., marital status, military experience, parental status). While our primary intention in defining diversity is ultimately to create a fair and equitable society, it is also to provide redress to persons who are members of groups that have traditionally experienced overt and institutional discrimination. Injustices may be reflected in the policies, procedures, and activities of organizations at SUNY Oswego. The faculty and staff will strive to change any such policies, procedures, and activities that are discriminatory or unjust.

Discrimination manifests in explicit behaviors carried out intentionally and unwittingly by persons in the course of everyday life. Our commitment to social justice means that we will work for the elimination of all behaviors that systematically have an adverse impact on members of our learning community. The School of Education will strive to provide all members of the community with a safe environment that protects individuals from the effects of past discrimination, manifesting the present. Further, we will strive to create an environment where everyone is treated justly and rewarded on the bases of their individual accomplishments

B. Scope of Concern. The School of Education's efforts to foster diversity focus on, but are not limited to, the following areas of concern:

i. Candidate Recruitment, Admission, and Retention
ii. Candidate Performance and Assessment
iii. Faculty Recruitment, Appointment, Retention, and Evaluation
iv. Professional Development of Faculty, Staff, and Community Members
v. Curriculum, Programs, and Field Placements
vi. Campus Culture and Climate
vii. Service to Diverse Populations in the Community

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SECTION 2—COMMITMENT TO DIVERSITY INITIATIVES

A. Implementation Responsibilities.

In order to realize these diversity goals, the School of Education places a charge on all faculty, administrators, staff, candidates, and students to strive to create a fair and just learning environment.

i. The Dean, the Dean's Administrative Advisory Council, and the Faculty Council of the School of Education are jointly responsible for providing leadership that results in implementing the School's diversity goals.

ii. The **Diversity Committee** of the Faculty Council is responsible for:

a. Developing recommendations on policies, procedures, and actions to address the School of Education's goals to increase:

i. Student body diversity,
ii. Faculty and staff diversity,
iii. Variety of field placement settings; and
iv. Attention to diversity issues in the curriculum, professional development, campus culture, and the larger community;

b. . Coordinating professional development activities that will support faculty and staff in each department and program in implementing the School of Education's diversity goals.

iii. The School of Education's **Diversity Coordinator**:

a. .Is a faculty member who is appointed by the Dean in consultation with the Diversity Committee;

b. Is responsible for:

i. Coordinating efforts to promote the School of Education's candidate and student diversity goals through recruitment, scholarships, mentoring, professional development, and community relations initiatives;
ii. Working with the Diversity Committee to coordinate efforts to promote the School of Education's diversity goals with respect to faculty, curriculum/program, field placement setting, and the community.

c. Fulfills his/her responsibilities by identifying and developing opportunities for action; coordinating faculty and staff participation; coordinating School of Education efforts with institutional efforts; facilitating public relations efforts; developing grant/ philanthropic support; and evaluating the success of various initiatives in terms of diversity outcomes.

d. Has appropriate assigned time to fulfill his/her priority responsibilities.

e. The identification of issues, the setting of diversity goals, and the implementation of interventions are to be a collaborative process between all of the above-mentioned parties.

B. Diversity Review and Framework for Initiatives.

Any member of the University or School of Education community can bring equity concerns that involve SOE issues to any member of the School's administrative team, the Faculty Council,

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or the Diversity Committee to initiate a review by the Diversity Committee. Every effort shall be made to take a bottom-up or inclusive approach that includes candidates, and staff as well as faculty and administration in the promotion of equity within the School of Education. When the Diversity Committee recommends action based on such a review, the description of the action shall:

i. State the goals of the action;
ii. Describe an explicit set of strategies and interventions, identifying how, when, and who is responsible for implementing each strategy or intervention; and
iii. Provide specific assessment tools and evaluatory and attainment criteria for each goal.

SECTION 3: HIRING & RETENTION OF DIVERSE FACULTY

A. Faculty Diversity Goals.

i. The School of Education seeks a diverse faculty that mirrors the richness of the population of New York State. We seek to recruit and retain faculty from traditionally underrepresented populations. While the recruitment and retention of underrepresented faculty is recognized to be an ongoing and continuous process, the ideal minimum representation of underrepresented groups would correspond to the proportion of those groups within the population of New York State.
ii Specific goals for faculty recruitment and retention are:
   a. To recruit and hire more faculty from underrepresented populations.
   b. To retain faculty from underrepresented populations.

B. Implementation of Faculty Diversity Goals. To realize these goals the following policies and procedures will be followed:

i. In searching faculty lines, the School of Education shall follow the general procedures explicated in Oswego State University's ***Affirmative Action/Hiring Guidelines for Faculty Recruitment*** (2011, available from the Office of Human Resources), ***Affirmative Action/Hiring Guidelines for Professional Staff Recruitment*** 2011, available from the Office of Human Resources), Oswego State University's ***Faculty Bylaws*** (2009, http://www.oswego.edu/Documents/faculty_assembly/ByLaws_April_2009%20%281%29.pdf) and the State University of New York's ***Policies of the Board of Trustees*** (2006, available in the Office of the Provost).
ii. Each faculty search committee shall consult with the Affirmative Action Officer at its first business meeting to review affirmative action guidelines; discuss search and interview procedures; review School of Education, departmental, and institutional action goals; agree on specific efforts to achieve these goals; and address other affirmative action questions. The services provided by the Affirmative Action Office shall be used throughout the search process to identify appropriate publications and additional resources to consult in the furtherance of our affirmative actions goals.
iii. Each faculty search committee shall designate a member to serve as affirmative action liaison. The affirmative action liaison shall ensure that the search process follows the letter and spirit of the affirmative action procedures and maximizes the opportunities to meet the goals set in the search. The affirmative action liaison shall serve as the information conduit

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between the committee and the Affirmative Action Officer and/or the Dean of the School of Education, should the need arise.

iv. Once the advertisement for the position has been formulated, each faculty search committee shall enlist the support of the School of Education faculty through the School of Education listserve, as well as the College of Liberal Arts and Sciences, School of Business, and School of Communication, Media, and the Arts faculty (especially the appropriate program advisory group members), in its efforts to secure a large, representative pool of qualified candidates. The faculty shall be requested to forward application information to candidates and professional groups with whom they are familiar, giving special attention to persons from underrepresented groups who may be interested in submitting their credentials.

v. During the academic year, the School of Education Faculty Council shall plan events and professional development activities to promote cohesiveness among new faculty and networking among diverse faculty. Strategies to retain faculty from underrepresented populations may include but not be limited to:
   a. Regular discussion forums focusing on issues of interest to new and diverse faculty;
   b. New faculty orientation activities;
   c. Mentoring from more senior faculty;
   d. Resources for research and professional development opportunities; and
   e. Teaching assignments that do not interfere with progress towards tenure.

vi. Search committee chairs shall be responsible for:
   a. Ensuring that recruitment and hiring procedures are in conformity with Oswego State University's ***Affirmative Action/Hiring Guidelines for Faculty Recruitment*** (2011, available from the Office of Human Resources), ***Affirmative Action/Hiring Guidelines for Professional Staff Recruitment*** 2011, available from the Office of Human Resources), Oswego State University's ***Faculty Bylaws*** (2009, http://www.oswego.edu/Documents/faculty_assembly/ByLaws_April_2009%20%281%29.pdf), and the State University of New York's ***Policies of the Board of Trustees***; (2006, available in the Office of the Provost)
   b. Arranging for the Affirmative Action Officer's briefing of the search committee before recruitment activities get underway; and
   c. Ensuring that the committee designates an affirmative action liaison during the first meeting of the committee.

vii. Each member of the search committee shall be responsible for actively recruiting with other SUNY Oswego faculty, through various professional groups and learned societies and through each member's informal network of professional contacts, to identify promising candidates from underrepresented populations.

viii. The Faculty Council, primarily through the activities of its Diversity Committee, shall each year conduct activities and programs to promote the retention of faculty from underrepresented populations.

C. Evaluation of Faculty Diversity Efforts. The combined effectiveness of all of the above strategies in realizing the School of Education diversity goals of increased recruitment and retention of diverse faculty will be evaluated in the actions listed below.

i. In their annual reports, departments within the School of Education shall report current faculty diversity data (with special attention to race and gender as required by NCATE

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reporting requirements), retention efforts, and achievement of diversity goals in hiring, including a summary of positions searched and filled, as well as a description of the applicant pool for each position. The Dean of the School of Education shall summarize faculty diversity data in these areas in historical context in the Annual Report submitted for the School of Education.

ii On an annual basis, the Dean and Faculty Council shall review faculty diversity data (with special attention to race and gender as required by NCATE reporting requirements), identify areas for change and improvement in future searches, and submit such initiatives to the School of Education faculty in each academic year for discussion, modification, and approval.

iii. The Affirmative Action Officer shall be invited to attend the School of Education's Diversity Committee on a regular basis in an *ex officio* role in order to provide updated information on relevant changes in the law or policies relating to affirmative action hiring procedures; provide updated information about resources that may assist us in our efforts to recruit and hire persons from underrepresented groups; respond to queries from members of the School; and offer guidance on procedural matters that may result in increased faculty diversity.

SECTION 4: RECRUITMENT, ADMISSION, & RETENTION OF A DIVERSE STUDENT BODY

A. Student Body Diversity Goals.

i. The School of Education seeks to admit and retain more students from historically underrepresented groups at both the undergraduate and graduate levels. SUNY Oswego's institutional mission and vision statements highlight the importance of a diverse student body in creating an educational community where the ideals of global understanding, respect for human diversity and awareness of social responsibility prepare students to live and work in a culturally diverse world of changing opportunities.

ii. The School of Education shares the goals of SUNY Oswego to sustain and increase diversity of the student body:
   a. To recruit, admit, and enroll more students from underrepresented populations (e.g., African-American, Latino/a, Native American, women in the School of Education.
   b. To retain students from underrepresented populations currently enrolled in the School of Education.
   c. To become more accessible to students with disabilities.
   d. To increase numbers of international students.
   e. To increase the number of nontraditional students (e.g., displaced workers, dislocated homemakers, workers with limited English proficiency).

B. Implementation of Student Body Diversity Goals.

i. The School of Education Diversity Committee and the Diversity Coordinator shall formulate a candidate diversity plan that outlines specific goals and strategies for the recruitment of underrepresented and nontraditional student populations. The Diversity Committee and Coordinator will report on its plan, activities, and progress on a regular basis to the Faculty Council, the Administrative Advisory Council, and the School of Education Faculty.

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ii The School of Education Diversity Committee shall invite undergraduate and graduate admissions representatives to discuss recruitment efforts for underrepresented and nontraditional student populations. The Diversity Committee shall also invite diverse undergraduate and graduate candidates to evaluate recruitment and mentoring efforts. Recommendations for the refinement of existing recruitment strategies may be proposed and discussed, and new goals and strategies may be formulated.

C. Evaluation of Student Body Diversity Efforts.

i. Each department shall annually review the School of Education's report that summarizes the enrollment and graduation trends for underrepresented and nontraditional populations. Department Chairs shall also summarize any candidate recruitment activities conducted by the department. This summary should be submitted at the end of spring semester as part of the annual reporting process, covering activities of the entire academic year.
ii. On an annual basis, the School of Education Diversity Committee shall review and summarize the previous year's diversity statistics and recruitment activities at a School of Education General Faculty Meeting. At the same meeting, the Diversity Committee shall report on the effectiveness of current efforts, suggest refinements for the existing candidate diversity plan, and/or suggest new goals and strategies.

SECTION 5: CURRICULUM & FIELD EXPERIENCES THAT SUPPORT DIVERSITY GOALS

The Conceptual Framework states that graduates from all programs in the School of Education are expected to exhibit the knowledge, skills and professional dispositions to as socially-conscious catalysts for change who create and sustain school and other professional environments where excellence is cherished and social justice flourishes. The curriculum, field experiences, and internships in all School of Education programs are expected to support this mission as follows:

A. Curriculum.

i. Departments, Faculty Council and the Dean are responsible for ensuring through the School of Education course and program review process that:
    a. Official course outlines are aligned with applicable national and state professional performance standards, and the goals of the School of Education's Conceptual Framework,;
    b. Candidate performance objectives for each program are aligned with applicable national and state professional performance standards, and the goals of the School of Education's Conceptual Framework;
    c. Assessments associated with courses and programs are fair, consistent, accurate and free from bias; and are aligned with applicable national and state professional performance standards, and the goals of the School of Education's Conceptual Framework,
ii. Department Chairs, Peer Review Committee in each department and for the School of Education, , and the Dean are responsible for ensuring that faculty professional performance meets applicable national and state professional standards, and is congruent with the

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principles of the School of Education's Conceptual Framework, including those related to authentic learning and social justice, through:

a. Professional development that sensitizes faculty and staff to diversity issues and assists faculty with infusion of diversity elements into the curriculum; and
b. The personnel decision process defined by the *Policies of the Board of Trustees*.

B. Field Experiences. Field experiences in the School of Education are designed to maximize students' and candidates' opportunities to develop and practice their professional knowledge, skills, and dispositions. Candidates for certification will participate in field experiences, student teaching, and school-based internships in a variety of communities, in high-need schools, across the range of student developmental levels; with students of different genders and racial/ethnic backgrounds; and with socio-economically disadvantaged students, students who are English language learners, and students with disabilities. Students completing non-certification majors will complete internships in professional sites that offer them opportunities to work with diverse agencies, businesses, and clientele. To accomplish these goals:

i.. The Field Placement Office and department program placement coordinators strive to ensure that all candidates in all programs have at least one significant urban field placement; and
ii. The Center for Urban Schools and the Field Placement Office work continuously to increase the quantity and quality of placements in urban and other high needs schools.

SECTION 6: SERVICE TO DIVERSE POPULATIONS IN THE COMMUNITY

A. Diversity Service.

i. Many individuals are members of groups that are not served or inadequately served by existing educational and other community services. School of Education faculty and candidates in response to these needs often provide direct services to underserved populations. Faculty and candidates should provide such direct services for the benefit of the poor, people of color, and other underserved populations (e.g., persons with disabilities, gay/lesbian, dislocated workers, displaced homemakers). These efforts are summarized by Department Chairs as part of the annual report process in the School of Education.

ii. On an annual basis, the School of Education Diversity Committee shall:

a. Review and summarize the previous year's diversity services activities as reported in departmental annual reports; and
b. Assess the effectiveness of current efforts, suggest refinements for existing strategies, and/or suggest new goals and strategies.

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ARTICLE 7: PROGRAM ENTRY & CANDIDATE RETENTION

Revision in progress 2014

SECTION 1. CRITERIA FOR ENTRY AND RETENTION IN PROGRAMS AND/OR THE PROFESSIONAL SEQUENCE.

Each program in the School of Education shall determine the criteria for entrance and retention in the program and/or candidacy in the professional sequence (which may occur simultaneously or separately).

A. Entrance and retention criteria will:

i. be specific to the department/program;
ii. be appropriate to the department/program;
iii. be based upon multiple types of data;
iv. be clearly and directly related to the principles defined by the Conceptual Framework of the School of Education;
v. be consistent with professional standards that are appropriate to the department/program;
vi. be consistent with the admissions policies of the College that pertain to the department/program; and
vii. embody the principles for the recruitment and retention of a diverse student body outlined in the ***Diversity Policy***.

B. Entry to the program and/or entry to the professional sequence for the degree will be based on multiple sources of data, which may include:

i. GPA – cumulative and/or in specific content area
    a. All candidates declaring a major in the SOE as of Fall 2015 must have an earned GPA of 3.00 or better at the time of declaring the major;
    b. All undergraduate SOE candidates must maintain an overall 2.50 GPA with no grade lower than C- in any required concentration, major, or cognate course.
    c. Recommendation for state certification also requires an overall GPA of 2.50
ii. GRE, Praxis I scores, or scores on other standardized instruments
iii. Controlled literacy/numeracy samples
iv. Letters of reference
v. Personal statement of learning/teaching philosophy or professional objectives
vi. Experience with diverse learners
vii. Experience in diverse social, cultural, or educational settings
viii. Work samples in content area
ix. Prior performance
x. Degrees, courses or semester hours completed
xi. Interviews

C. Eligibility for student teaching, internships, or other required field placements/practica may include

i. Portfolio review
ii. GPA – cumulative and/or in content area(s)
    a. Candidates for certification or licensure must maintain an overall GPA of 2.50

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to be eligible for student teaching and other field placements required for graduation in a certification major.

b. Candidates Not Seeking Certification or Licensure must have an overall GPA of 2.50 to be eligible for required internships and other required field experiences.

iii. Faculty recommendation(s)

iv Grades in specific courses

v. Self and/or supervisor assessments of performance.

D. The criteria for admission to program and/or entry to the professional sequence shall be directly related to candidate exit criteria and the overall assessment plan for the department and the School of Education.

SECTION 2. PROCEDURES FOR PROGRAM ENTRY AND CANDIDACY IN THE PROFESSIONAL SEQUENCE.

Each program in the School of Education that leads to initial teacher certification shall:

A. determine deadlines for submission of application materials and for notification of program entry and/or candidacy decisions, in a timely manner;

B. publish and disseminate program entry and/or candidacy processes and criteria for such decisions, including relevant dates/deadlines and rubrics for assessment so that applicants are aware of the requirements and can make plans to meet them;

C. establish an appeals process at each program entry and eligibility checkpoint, publishing and disseminating such information to candidates in a timely manner; and

D. monitor admission/program entry, retention, and completion data, to insure that the goals of the School of Education are served by established entrance and candidacy procedures and decisions, and that any unintended consequences are identified and corrected.

SECTION 3. POLICY ON USE OF ELECTRONIC ASSESSMENT AND EVALUATION SOFTWARE

Beginning in Fall 2007, candidates are required to purchase and use the electronic assessment and evaluation software approved by the School of Education As of Fall 2012, all SOE students – including candidates for certification and licensure and candidates in non-certification programs at both the graduate and undergraduate levels – pay a mandatory fee for the purchase of a license for approved electronic assessment and evaluation software. The electronic assessment and evaluation software is integrated into and used by coursework across all majors in the School of Education. Additionally, the Field Placement Office utilizes the electronic assessment and evaluation software to monitor all field placements, including early field experiences and student teaching assignments.

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ARTICLE 8: SCHOOL OF EDUCATION FIELD PLACEMENT POLICIES
Revision in progress 2014

SECTION 1. FIELD PLACEMENTS. The faculty of the School of Education is proud of the candidates who go forth into the various educational and other professional careers offered in the six departments. In order to continue assurance of high quality, all programs in the School of Education that include student teaching, field experience, internships, and other field experiences adhere to the following principles, which meet the professional standards of national and state agencies [including NYSED Commissioner's Regulations Part 51.21(b)(2)(ii)(c)(2)]:

A. Field placements – including field experience, student teaching, and internships – are guided by a college approved course outline. Each outline includes the field experience description, objectives, expected content, and assessment consistent with the School of Education's Conceptual Framework, the professional standards applicable to the program, and each program's philosophy or goals.

B. Field placements are accompanied by a syllabus and/or a handbook informing all participants of outcome expectations.

C. Field placements in a single program are based on the development of professional knowledge, skills, and attitudes. In teacher preparation programs preparing candidates for recommendation for initial certification, the final field experience student teaching, extends at least 40 days and is consistent with specific program expectations as approved by the department.

D. Field placements are accompanied by coursework or seminars.

E. Field placements for candidates in certification or licensure programs provide opportunities to work with a full range of students, including varying ages and abilities and different racial, ethnic, socioeconomic, and linguistic backgrounds.

F. Field placements for candidates in non-certification programs provide opportunities to work within a range of professional settings with a variety of co-workers and clientele, consistent with the candidates' professional aspirations.

G. Field placements for candidates in in certification or licensure programs occur in appropriate high quality settings that provide opportunities for collaborative professional inquiry and experiences in diverse learning environments across a variety of professional sites including urban/high needs schools, and

SECTION 2. ASSIGNMENT OF FIELD PLACEMENTS

A Field placements for candidates in certification and licensure programs are made in compliance with college policies for Experiential and Field Placements, located in the Community Policies Section of the *SUNY Oswego Student Handbook* (http://www.oswego.edu/student/handbook.html).

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i. Most field experiences and all student teaching assignments in teacher certification programs are coordinated through the Field Placement Office. Other field placements (e.g., internships in certification and non-certification programs) are made in conjunction with specific departments within the appropriate service regions. The Field Placement Office may assist in the process. Candidates must follow the procedures determined they their home departments. Students may not create their own placements.

ii. Teacher education field placements that are not coordinated by the Field Placement Office are coordinated within the candidate's home department. Any other placements (e.g., internships within specific departments) not coordinated with the Field Placement Office are coordinated within the student's home department.

   a. Candidates in the Department of Curriculum and Instruction must not contact schools, teachers, or other personnel directly to arrange field experience or student teaching placements.
   b. Candidates and students in other programs should follow the recommendations and requirements of their home departments and the Field Placement Office.

B. To qualify for a required field experience, internship, practicum, or student teaching placement, the candidate must be admitted to a SUNY Oswego program that houses the experience; meet all program requirements; be registered for the appropriate field experience course(s); and submit completed forms or application on time.

C. Candidates who require special accommodations in a field placement due to a disability must arrange such accommodations through the Disability Services Office (315-312-3358, dss@oswego.edu, http://www.oswego.edu/student/services/disabilities/) prior to placement.

D. The Field Placement Office will ask for candidate preferences in the location and/or scheduling of field placements, but preferred placement is not guaranteed. Field placements are made as close to the candidate's preferred location as feasible, given the quality and quantity of available placements, the legitimate needs of other candidates, the schools, and college supervisors, and the appropriate service area.

i. Student teachers are not placed in school settings that they have worked in; attended as students; or where friends or relatives are employed.

ii. Each certification and licensure program places candidates within a designated service area. Consult the specific department or the Field Placement Office to identify the appropriate service area of the specific program.

E. The Field Placement Office will notify candidates of their field placements through the SOE electronic assessment and evaluation software.

i. Candidates placed in schools must report to the main office of the assigned school on the first day of their placement and follow the school's security procedures on all visits. All candidates must contact their cooperating teacher within 24 hours after the placement is made to make specific arrangements for the placement to begin.

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ii. Candidates in other placement sites should consult with their home departments for appropriate procedures to follow on the first day of the placement.

F. A candidate who refuses an assigned placement will not be reassigned until the following quarter or semester

G. Candidates must provide their own reliable transportation to and from field placements. Travel distances, measured from the candidate's point of origin as indicated on the Field Placement or departmental registration materials, are generally within 45 miles for early field experiences and up to 70 miles for all other placements, including student teaching, internships, and practica. Time spent commuting to and from field placements cannot be applied to the time requirements of the New York State Education Department, the College, and/or the schools.

SECTION 3: NYSED FINGERPRINTING REQUIREMENTS FOR TEACHER AND PUPIL PERSONNEL CERTIFICATION (REV AUG 2012, OCT 2013)

A Who Needs to be Fingerprinted?

New York State requires applicants for new teaching or pupil personnel certificates to be fingerprinted for a criminal history background check. In addition, anyone who will be a new employee in any New York State school district, BOCES, or charter school is required to satisfy the fingerprint investigation. If you have been fingerprinted by the New York City Department of Education, you may not need to be re-fingerprinted – see information available at

http://www.highered.nysed.gov/tcert/ospra/fpprocess.html

and

http://www.highered.nysed.gov/tcert/faqfin.html

B.. When to get Fingerprinted

i. You may complete the fingerprinting process at any time during your teacher preparation program, but no later than 2 months before you graduate and expect to apply for certification. We recommend that you complete the fingerprint process as early in your program as possible.

ii. Some school districts in the SUNY Oswego SOE field placement service areas require fingerprinting for anyone working or volunteering in their schools, including candidates participating in field experiences and student teaching assignments.

a. Candidates who have not been fingerprinted can not be placed in those school districts and will experience some delays in field placement assignments
b. Additionally, applicants for certification may be barred from employment if the fingerprinting process is not initiated soon enough to qualify for the certificate before your new job begins.

C. Overview of the Fingerprinting Process

i. The fingerprinting process is completed online. For specific details of the process, go to

http://www.highered.nysed.gov/tcert/ospra/fpprocess.html

or

http://www.highered.nysed.gov/tcert/faqfin.html

iii. SUNY Oswego University Police offers a fingerprinting service to SOE candidates. For specific details. go to:
http://www.oswego.edu/administration/police/services/fingerprinting.html

D. Documentation of Fingerprinting

i. In all cases, when candidates are fingerprinted, candidates must give to the Field Placement Office verification that fingerprinting has been completed

ii. If a candidate requests placement or is placed in a district that requires fingerprinting, the candidate must provide documentation to the Field Placement Office that the fingerprints have been cleared at least two weeks (10 business days) prior to the first day of the placement.

iii. If a candidate requests or is placed in a district that requires fingerprinting clearance but the candidate is unable to provide documentation that the fingerprints have been cleared, the candidate must share the state-issued explanatory letter with the Field Placement Office, the candidate's home department, the dean's office and – if relevant – SUNY Oswego legal counsel, if the candidate wishes to be placed elsewhere. These offices will work together to determine if a placement elsewhere is feasible. If the candidate chooses not to share the explanatory letter, no replacement field placement will be made.

SECTION 4. PERFORMANCE REQUIREMENTS FOR CANDIDATES IN FIELD PLACEMENTS.

A. The first obligation of candidates completing any field placement is to protect the welfare, safety, and rights of primary and secondary students and others , who are minors or individuals in circumstances of significant vulnerability.

B. The standards of professional behavior expected of School of Education candidates in all certification and licensure programs are described by documentation associated with each program. For example,

i. Department of Curriculum and Instruction *Student Teaching Handbook* (http://www.oswego.edu/academics/colleges_and_departments/departments/curriculum_and_instruction/stpage.html)
ii. Department of Technology *Field Experience Handbook* (http://www.oswego.edu/Documents/technology/SThndbkV52005.pdf)
iii. Department of Vocational Teacher Preparation – contact the department for a copy
iv. Department of Counseling and Psychological Services, *School Psychology Supplement to the Student Handbook*
v. Department of Educational Administration *Student Handbook*
vi. Additional discussion of professional behavior is available in the appropriate ethics codes associated with a student's major program. These ethical codes include such examples as:
    a. ***New York State Code of Ethics for Educators*** (2011) (all educators) http://www.highered.nysed.gov/tcert/resteachers/codeofethics.html#statement;

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b. ***AASA Statement of Ethics for Educational Leaders*** (2007) , (school and district administrators) http://www.aasa.org/content.aspx?id=1390
c. ***The Ethical Principles of Psychologists and Code of Conduct (2010),*** (psychologists) http://www.apa.org/ethics/code/index.aspx
d. ***The ACA Code of Ethics*** (2005), (counselors) http://www.counseling.org/Resources/aca-code-of-ethics.pdf ;
e. ***NATA Code of Ethics*** (2005) (athletic trainers) http://www.nata.org/codeofethics

C. Candidates must successfully complete all program requirements that apply to field experiences, including those described in the college catalog; student handbooks/manuals; course outlines and syllabi; and other materials distributed by the department and/or faculty teaching courses in the program.

i. Candidates in field experiences in schools must comply with district and school rules, policies, and procedures, including those concerning student safety and management/discipline; and teacher attendance, performance (appropriate to the field experience), and behavior. Candidate attire must meet the standard set by teachers in the school; be distinguishable from students; and comply with school dress code(s) for teachers and students.
ii. Candidates in other professional sites must comply with the rules, policies, and procedures of their work site, including those concerning safety and management/discipline; and attendance, performance (appropriate to the field experience), and behavior. Candidate attire must meet the standard set by professionals in the workplace.

D. The student teaching experience is equivalent to a full time job. Thus, employment outside the school or additional coursework while student teaching is strongly discouraged. Student teachers are not permitted to arrive late or leave the school early to accommodate such activities.

SECTION 5. FIELD PLACEMENT PROBLEM RESOLUTION.

Despite good intentions, problems sometimes arise between a candidate and his/her cooperating teacher and/or internship supervisor. If the problem cannot be resolved through discussion, the following steps are taken, in the order listed, by the candidate, the cooperating teacher or internship supervisor, and/or the school administrator or worksite manager:

A. Contact the course instructor or college supervisor. She/he will discuss the matter with each party individually, and may organize and facilitate a meeting among the parties.

B. If no satisfactory resolution is reached, contact the department chair or other designated department representative. She/he will discuss the matter with each party, and determine the next steps to be taken either to resolve the issue or initiate other appropriate action.

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SECTION 6. VIOLATIONS OF CRIMINAL LAW BY CANDIDATES IN ALL LICENSURE AND CERTIFICATION PROGRAMS AND CANDIDATES PLACED IN SETTINGS WORKING WITH YOUTH

Candidates charged with violations of criminal law must report such charges immediately to the department chair or to the Director of Field Placement (315-312-3098, fpoffice@oswego.edu) who will report such charges immediately to the department chair. Similarly, candidates who are under investigation or who learn they are under investigation by a state agency (e.g., OSPRA) for an alleged professional irregularity must report the investigation immediately to the Department Chair or the Director of Field Placement (315-312-3098, fpoffice@oswego.edu) who will report such charges immediately to the department chair. Such candidates will be immediately suspended from participation in field placement experiences and/or suspended from the program until an evaluation and determination has been made concerning the seriousness of the offense(s) charged and the bearing, if any, that the criminal charges will have on the candidate's fitness or ability to perform the duties and responsibilities of the field placement or until the charges have been dismissed.

SECTION 7. EVALUATING CANDIDATE PERFORMANCE IN FIELD EXPERIENCES

A. The final grade for a field experience is assigned by the college instructor, in consultation with the cooperating teacher or other assigned professional mentor, based on the academic and professional performance standards adopted by each program.

   i. Candidates have a right to appeal an academic failure of a field placement in accordance with the College's Academic Appeal Process as set forth in Chapter 4 (Fair Process Policy and Procedures) of this document (candidates in certification or licensure programs) and/or Community Policies section of the ***SUNY Oswego Student Handbook*** (candidates in non-certification/licensure programs).
   ii. A candidate who is asked to leave a placement by school personnel or supervising personnel at the placement site or is removed from the placement by the School of Education for unsatisfactory professional performance will receive a failing grade for the course. A failing grade resulting from a request by school or supervising personnel to remove a candidate from a placement is not subject to appeal through the College.
   iii. Candidates have a right to appeal the consequences of a professional failure of a field placement in accordance with the Chapter 4 (Fair Process Policy and Procedures) of this document (candidates in certification or licensure programs) and/or Community Policies section of the SUNY Oswego Student Handbook (candidates in non-certification/licensure programs).

B. The School of Education is not obligated to provide a subsequent field placement to a candidate who has failed any field experience.

   i Should the School of Education agree to provide a subsequent field placement, the School of Education may require a waiting period and/or other remediation activities and assignments to be completed prior to assigning a subsequent field placement.

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ii Any subsequent field placement that is permitted by the School of Education after failing any field experience requires repeating the entire experience in the subsequent placement.

C. Failing a student teaching placement may result in immediate action to terminate a candidate from a teacher education program and to not recommend the candidate for certification.

D. The School of Education will not provide a subsequent assignment to any candidate who has failed two field placements.

i. Failing two field placements will result in terminating the candidate from the program. Candidates may be eligible to graduate without recommendation for certification pursuant to the policies laid out in Chapter 4, Fair Process Policy and Procedures, Article 1, Section 3, Paragraph B.

ii. In specific regard to candidates in certification or licensure programs, candidates who fail two placements will not be recommended for certification or licensure

E. The department chair, in consultation with the college supervisor, cooperating teacher, professional mentor and dean, may determine that a student teaching experience or other culminating internship experience must be extended to insure that the candidate has met the required standard of performance for the student teaching or internship experience. Under these circumstances, the candidate must continue student teaching or complete the internship in a satisfactory manner on a full-time basis for the assigned additional period, which may be up to 7 weeks beyond the end of the original placement. Failure to do so will result in failing the course.

SECTION 8. STRIKE POLICY. If a candidate is placed in an entity that goes on strike, the following procedures should be followed:

A. If a strike is anticipated or goes into effect, the candidate should notify as soon as possible the college supervisor/course instructor and/or the Director of Field Placement.

B. Candidates are not to take part in any strike activities in the district or other site of the internship. Candidates should not enter the worksite during a strike without first obtaining the permission the cooperating teacher, professional mentor, or worksite supervisor, the school administrator or site manager, and/or the president of the appropriate local union. If it is necessary for a candidate to enter the building, the cooperating teacher or on-site supervisor should assist the candidate in obtaining the approval of all required parties.

SECTION 9. SUBSTITUTE TEACHING BY STUDENT TEACHERS.

The maximum benefit of student teaching accrues when the student teacher works under the direct supervision of a certified cooperating teacher, an unlikely circumstance in the usual substitute teaching situation. On the other hand, the student teacher can benefit from the

opportunity to assume full responsibility for the classroom if he/she has the confidence of the cooperating teacher and has demonstrated the necessary competence. Substitute teaching may be permitted under the following carefully controlled conditions:

A. Substitute teaching will be permitted only in the classroom to which the student teacher is assigned, and only during the later part of either placement after the student teacher has demonstrated the necessary competence. Student teachers may not substitute for a teacher other than his/her own cooperating teacher.

B. An assignment to substitute teach for more than one day must have the prior approval of the college supervisor, the department chair, the building administrator, and the cooperating teacher. The building administrator must verify that the student teacher is legally permitted to function as a substitute teacher under school district policy. No student teacher will be permitted to accept a full-time substituting position.

C. Compensation for substitute teaching is governed by school district policy and is at the sole discretion of the school district

SECTION 10. LEGAL ASPECTS OF STUDENT TEACHING

A. Student teachers are covered by New York State Education Law Article 61, §3023, which requires that each school district "save harmless and protect all teachers, practice or cadet teachers [e.g., pre-service teachers, including student teachers]… from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher… at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties and/or under the direction of said board of education…."

   i A student teacher who is involved in any such accident must immediately inform his/her cooperating teacher and school administrator, and notify the college supervisor as soon as possible thereafter.

   ii A student teacher who is served with a summons, complaint or other legal process involving an incident which occurred during the course of his/her student teaching placement must immediately forward a copy of the legal papers to the school administrator and the college supervisor.

B. Student teachers are covered by New York State Education Law Article 61 §3001, which states that a school district may permit a practice or cadet teacher enrolled in an approved teacher education program to teach a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher (Article 61, §3001, paragraph 2).

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C. New York State Social Services Law §413 require school officials "to report or cause a report to be made … when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child…." (paragraph 1a)

i Student teachers who become aware of such information must consult with his/her cooperating teacher and school administrator immediately, and notify the college supervisor as soon as possible thereafter.

ii. The cooperating teacher and school will assist the student teacher in the event that the individual designated by the school district to report matters of abuse or neglect determines that a report should be filed.

D. Student teachers are covered by New York State Education Law §409A, which requires that eye safety devices be worn as required in shops or laboratory settings, including but not limited to those used in teaching science, technology, and vocational subjects at the elementary, middle, and high school levels.

SECTION 11 QUALIFICATIONS OF COLLEGE SUPERVISORS (COLLEGE EMPLOYEES) FOR STUDENT TEACHING.

A. Field experiences for candidates in licensure or certification programs are supervised by college faculty (also referred to as college supervisors) who hold certification in the appropriate content area or in educational administration. Any candidate who experiences content area difficulty is provided supervision by a college faculty member certified in the appropriate content area.

B. College supervisors are systematically oriented and monitored. They participate actively in the programs. They participate in professional development activities to ensure quality of field experiences for candidates.

SECTION 12. QUALIFICATIONS FOR COOPERATING TEACHERS AND OTHER FIELD-BASED SUPERVISORS (SCHOOL DISTRICT EMPLOYEES) FOR CANDIDATES IN CERTIFICATION OR LICENSURE PROGRAMS

A. Cooperating teachers and other on-site, field-based supervisors of candidates in licensure or certification programs in applied settings have a minimum of three years of experience in the area in which they are supervising, are certified for the areas in which they are teaching or working, and are recommended by the appropriate school administrator.

B. Exceptions may be made for otherwise qualified cooperating teachers and field-based supervisors in school settings where teacher shortages exist.

Additional sections are being considered dealing with internships, supervisors, and field experiences in non-teacher preparation programs.

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CHAPTER 3; COLLABORATIONS
Revisions in progress 2014

ARTICLE 1. PROGRAM COLLABORATION POLICIES

SECTION 1: COLLABORATIVE CONSULTATION PROCESS FOR COURSE, MAJOR, AND PROGRAM DESIGN

The approval process begins with consultation between appropriate representatives from the School of Education, the College of Liberal Arts and Sciences (CLAS), the School of Business (SB), and/or the School of Communication, Media, and the Arts (SCMA). The SOE and the interested department(s) is/are responsible for moving the course, major, and/or program changes through the process specified in the SUNY Oswego Faculty Bylaws (http://www.oswego.edu/academics/faculty/assembly/bylaws.html). Each department in CLAS, SB, or SCMA is responsible for this process in the case of a revised CLAS, SB, or SCMA course in an SOE concentration or cognate course.

SECTION 2. FUNCTIONS.

Advisory Groups (AGs) in each School of Education department that prepares candidates for certification shall be organized to provide for a broadly representative group of professionals to work cooperatively in designing and modifying all School of Education programs that prepare school professionals; and make recommendations to departments and the appropriate deans about other subjects of mutual interest.

A. When a revision in the content of a program is considered, the members of the appropriate Advisory Groups and the C-TEN (Campus Teacher Education Network) or C&I programs, are convened. The members of the AG(s) (and C-TEN, if appropriate) make recommendations to the department(s), Faculty Council, and Faculty Assembly as required by the ***SUNY Oswego Faculty*** **Bylaws (See section XXX)**.

B. Changes in curriculum, such as the design of new courses, the content of laboratory experiences, course revision, changes in prerequisites, and name or number of courses, originate within the appropriate department, in consultation with the members of the appropriate Advisory Group(s).

C. Policies associated with selection and retention of candidates also may originate in the appropriate Advisory Group(s). The administration of such policies for each certification-preparation program is a School of Education responsibility.

D. In each case, the appropriate academic department(s) shall cooperatively plan programs based on the needs of prospective educators and other school professionals. Meeting the standards of the appropriate accreditation agency (e.g., NCATE, CAEP) and learned societies (e.g., NCTM,) and incorporating recommendations from practitioners in the field is required.

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SECTION 3. MEMBERSHIP.

A. The membership of each Advisory Group shall be appointed by the chair of the appropriate department(s) or director of the appropriate program in consultation with the Dean of the School of Education, and the Dean of the College of Liberal Arts & Sciences, the School of Business, and/or the School of Communications, Media, and the Arts if appropriate. Each Advisory Group shall be composed of appropriate representation from the following groups:
   i. Representation from the School of Education faculty who teach or supervise the required courses in the program.
   ii. Representation of the faculty from related College of Liberal Arts & Sciences, School of Business, and/or School of Communications, Media, and the Arts departments.
   iii Representation of school educators and/or allied professionals from the appropriate field(s).
   iv. Representation of the student body, when appropriate.

B. In addition to the above membership, the Dean of the School of Education or a Dean's Representative is an *ex officio* member of all undergraduate and graduate Program Advisory Groups.

SECTION 4. MEETINGS. Each Advisory Group shall meet at least once each semester.

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ARTICLE 2: PROFESSIONAL DEVELOPMENT SCHOOL AND PROFESSIONAL DEVELOPMENT PARTNERSHIP SCHOOL POLICIES
Revisions in progress 2014

SECTION 1. GOALS AND DEFINITIONS FOR PROFESSIONAL DEVELOPMENT SCHOOL & PARTNERSHIP SCHOOL RELATIONSHIPS.

A. Goals: Oswego State University seeks collaborative relationships among school and university-based faculty and educators, School of Education candidates[1], and preschool through grade 12 (P-12) students that will:

i. promote authentic learning by all P-12 students to meet New York State Learning Standards;

ii. prepare candidates to be socially-conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes, as described by the School of Education's Conceptual Framework;

iii. provide sustained professional development opportunities for school and university-based educators to enhance their knowledge, practice, and skills in reflection, collaboration, and leadership to promote authentic learning for all students; and

iv. use a process of joint inquiry to identify and address the diverse learning needs of all P-12 students, candidates, and school and university-based faculty.

B. A **professional development school** (PDS):

i. has met the most recent School of Education accreditation-body PDS Standards (e.g., http://www.ncate.org/ProfessionalDevelopmentSchools/tabid/497/Default.aspx) for a "beginning" professional development school (see Sections 2 and 3, below);

ii. is committed to teaching for social justice and continuous authentic learning for P-12 students, candidates, and school and university-based educators;

iii. is committed to implementing research-based best practices in areas that are critical to enhanced P-12 student learning and excellent teacher and pupil personnel preparation (e.g., authentic learning in the content areas, literacy education, special education, student services, teaching for social justice, preservice educator program design and implementation, student counseling, leadership), through a collaborative process of self-reflection and joint inquiry-based decision-making;

iv. is committed to enhancing the learning experiences of candidates in the school environment;

v. has committed resources to the partnership between the school and the college, including the identification of:

a. a team of school-based educators who have agreed to serve as PDS facilitators; and

b. at least one School of Education faculty member who has agreed to serve as a PDS liaison.

vi. has a PDS management team composed of the school-based facilitators, the School of Education liaison(s), and other school and university-based educators.

vii. The SOE PDS liaison is a SOE faculty member who

a)receives either 25% assigned time or extra service compensation;

b) develops and implements a high quality professional agenda in the PDS related to teaching, scholarship, and/or service;

c)serves on the PDS management team; engages in joint inquiry with school-based

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educators at the PDS;

d) facilitates communication between the PDS and SOE by attending faculty meetings in the SOE;

e) supports the candidates placed in the PDS;

f) collaborates to meet the professional development needs of school and university-based educators at the PDS;

g) often delivers a university-level course directly in the PDS building during the academic year.

b. The team of school-based PDS facilitators, including at least one full-time educator, pupil personnel staff member, or school leader at the school who

a) receives release time and/or a stipend;

b) serves on the PDS management team;

c) facilitates communication between the school and the School of Education;

d) supports the candidates placed in the PDS; and

e) collaborates to meet the professional development needs of the school and university-based educators at the PDS.

C. A **professional development partnership school** (PDPS):

i. has some of the core characteristics of a professional development school, as listed below, in at least one significant and coherent organizational segment of the school;

ii. has established a working relationship among a team of school-based educators and at least one School of Education faculty member;

iii. is committed to implementing research-based best practices in areas that are critical to enhanced P-12 student learning and excellent teacher and pupil personnel preparation (e.g., authentic learning in the content areas, literacy education, special education, student services, teaching for social justice, program design and implementation to support candidates); and

iv. may be working toward meeting the most recent School of Education accreditation body PDS Standards for a "beginning" professional development school (see Section 2, below)

v. Submit an **annual report** and a **professional development partnership plan** by June 1 of each year to the Superintendent and Dean of the School of Education. The annual report must follow the format provided by the SOE's PDS Specialist in consultation with the School of Education's Professional Development School Committee. The sustained, inquiry-based professional development partnership plan must focus on P-12 student achievement and the professional growth of candidates and inservice educators, including student support personnel and school building leaders; it must be collaboratively developed with the teachers and Principal at the partnership school and approved by all stakeholders.

vi. Is supported by a **PDS Specialist**, a School of Education faculty member assigned by the Dean as part of academic assignment (.25 assigned time/semester) to:

a. Meet on a regular basis with the PDC, and the teachers and other school personnel and Principal in the partnership school(s) as needed, to promote effective collaboration;

b. Facilitate the implementation of the professional development partnership plan;

c. Support the production of the annual report for each partnership school site.

vii Is staffed by a **Professional Development Coordinator** (PDC), a part-time or full-time School of Education faculty member who is permanently assigned to the partnership school. The PDC is likely to be an experienced retired teacher or school administrator who has qualifications and credentials to be hired by the SOE as adjunct faculty, The responsibilities of the PDC are to:

a. Consistently supervise the student teachers and/or oversee the supervision of other candidates placed at the partnership school each quarter. The PDC is a paid employee of SUNY Oswego for this service at the negotiated rate.

b. Spend the equivalent of an additional half-day per week (during two college semesters per year) in the partnership school working with teachers, the Principal, candidates, and

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P-12 students to implement a mutually-agreed upon professional development partnership plan. The PDC receives a stipend each semester from the school district for this service.

Section 2. Procedure for Becoming a Professional Development School.

A. Letter of Intent:

i . The building administrator and the faculty members from the school and the university who have agreed to participate in the co-application process shall submit a letter of intent to the Dean of the School of Education and the appropriate School District Superintendent ("Superintendent").

ii . The Letter of Intent shall:

a. indicate that both parties believe that the school partnership has met the criteria (i.e., is at or above the beginning level on all PDS standards) to become a professional development school affiliated with SUNY Oswego;
b. outline the basis for this assertion; and
c. propose a timetable for completing the PDS Co-Application Process and Joint Review Process.

B. PDS Co-Application Process:

i. After positive review and feedback on the Letter of Intent from both the Dean and the Superintendent, the PDS Application shall be completed collaboratively by the building administrator, school-based educator(s), and the university-based educator(s).

ii. The PDS Application shall be submitted to the Dean and to the Superintendent, who will initiate a joint review process.

C. Joint Review Process:

i. An application to become a PDS affiliated with the SUNY Oswego School of Education will be evaluated by a PDS Review Committee consisting of two members appointed by the Dean, two members appointed by the Superintendent, and one outside expert jointly appointed by the Dean and Superintendent. Personnel from the proposed PDS building, the School of Education faculty liaison(s), and others with potential conflict of interest shall not serve on the Joint Review Committee.

ii. After careful review and evaluation of the PDS Application using the standards outlined in Section 2, the PDS Review Committee shall submit a report to the Dean and the Superintendent that includes:

a. the standards met and not met;
b. a rationale for the decision on each standard; and
c. an overall recommendation for designation or non-designation as a professional development school.

D. Designation as a Professional Development School.

i. The Dean and Superintendent will review the findings and recommendations of the PDS Review Committee. The Dean has the final authority for designating professional development schools for the School of Education, in consultation with the Provost and President of the State University of New York at Oswego. Likewise, the Superintendent has the final authority for designating professional development schools for the School District, in consultation with the Board of Education.

ii. The School of Education shall not designate any school as a PDS that does not have explicit school district approval. Likewise, the School District shall not designate any school as a PDS that does not have explicit School of Education approval.

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SECTION 3 . EVALUATION OF PROFESSIONAL DEVELOPMENT SCHOOL PERFORMANCE.

A. A collaborative self-study process shall be completed by each PDS on an annual basis to demonstrate that the PDS continues to meet the beginning level of the most recent School of Education accreditation-body PDS Standards, and is moving toward the developing level or beyond.

B. A summary of the self-study findings with an action plan for continued improvement shall be submitted to the Dean and Superintendent for review.

C. If the self-study review is unsatisfactory, the Dean and Superintendent shall develop a collaborative plan to support, intervene, or terminate the PDS.

SECTION 4. THE ROLE OF THE SCHOOL DISTRICT IN SUPPORTING A PROFESSIONAL DEVELOPMENT PARTNERSHIP SCHOOL.

A. The Superintendent, Principal and the teachers and other school personnel in a designated professional development partnership school (PDPS) collaboratively commit to hosting 8-10 student teachers and/or other candidates per semester on a consistent basis. The PDPS must be identified by the Superintendent at least one semester prior to the anticipated placement of student teachers.

B. The Principal and teachers and other school personnel in the PDPS work with the Professional Development Coordinator to identify and implement a mutually agreed upon, sustained, inquiry-based professional development partnership plan focused on P-12 student achievement and the professional growth of candidates and inservice teachers and other school personnel.

C. The school district allocates financial resources every semester to pay the Professional Development Coordinator and to make monies available to achieve the goals of the professional development partnership plan.

Section 5 The Role of the School of Education in Supporting a Professional Development Partnership School.

A. Upon the designation of a specific professional development partnership school by the Superintendent, the Dean of the School of Education (or designee) will hire and assign a part-time or fulltime faculty member to supervise student teachers and/or other SOE interns and/or practicum students on a consistent basis, and serve as the Professional Development Coordinator (PDC).
B. The Dean of the School of Education will designate and support a PDS Specialist to provide training and support for the PDC, and the Principal and teachers and other school personnel as needed, to implement the mutually agreed upon, sustained, inquiry-based professional development partnership plan focused on P-12 student achievement and the professional growth of preservice and inservice teachers.

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CHAPTER 4: FAIR PROCESS POLICY & PROCEDURES
Revision in progress 2014

ARTICLE I—GENERAL PROVISIONS

SECTION 1. SCOPE. The provisions of the ***Fair Process Policy & Procedures*** apply to all programs in the School of Education.

SECTION 2. ACADEMIC AND PROFESSIONAL CRITERIA FOR ADMISSION, RETENTION, GRADUATION, AND RECOMMENDATION FOR STATE CERTIFICATION FOR CANDIDATES SEEKING LICENSURE OR CERTIFICATION

A. All School of Education programs that prepare candidates for licensure or certification programs recognize that candidates may work with minors or other individuals in circumstances of significant vulnerability. In the course of pursuing their academic programs, School of Education candidates come into direct contact with such vulnerable pupils and clients as part of their field experiences, practica, student teaching, and internships. . The School of Education has both moral and legal obligations to protect those pupils and clients and cannot tolerate candidate behavior that exploits, endangers, compromises or otherwise threatens the welfare, safety or rights of those pupils or clients.

B. In deciding whether to admit to, retain in, or graduate from a certification or licensure program, or to recommend a candidate for state certification or licensure, the School of Education considers not only the university's admission and academic requirements but also the candidate's competencies related to serving in a profession, including personal characteristics, conduct, and potential to serve effectively and ethically in the profession for which the individual is seeking training certification, or licensure.

i. General Academic Criteria: In deciding whether to admit to, retain in, or graduate from a certification or licensure program, or to recommend a candidate for state certification or licensure, the School of Education considers:

   a. The values set out in the university's mission statement and written student policies;
   b. The values set out in the School of Education's mission statement; conceptual framework; and written candidate policies, procedures and professional competencies;
   c. The expectations (such as the mission, philosophy, and/or values) of each program as set out in its written candidate policies, procedures, and professional competencies;
   d. The legal requirements and professional expectations as set out in the applicable laws and regulations governing New York State certification for applicants for and candidates in New York State approved programs; and
   e. The standards and rules adopted or recognized by the applicable professional organizations.

ii. Specific Academic Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend a candidate for state certification or licensure, the School of Education considers:

   a. Whether the individual has submitted a timely and complete application;
   b. Whether the candidate meets the admission criteria set out in the university's catalog(s), and in the written admissions materials for the School of Education and its programs;
   c. Whether the candidate has maintained the required cumulative grade point average;

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d. Whether the candidate has received the minimum required grade(s) as set out by the program for each course taken as part of the degree program; and
e. Whether the candidate has met all the other program completion requirements for retention, graduation, and recommendation for state certification or licensure as set forth in the university's catalog(s) and each program's written candidate policies, procedures, and professional competencies;

iii. Professional Competencies and Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend a candidate for state certification or licensure, the School of Education considers:

a. The candidate's educational, work, and other life experiences related to the profession;
b. The candidate's ability to communicate and work effectively with others, including individuals from different backgrounds, with exceptional needs or limitations, s from different racial or ethnic populations, and of all genders and sexual orientations;
c. The candidate's moral character and fitness for the profession for which he or she is training, including but not limited to any felony conviction(s) that would bar state licensure or certification;
d. The candidate's behavior in light of appropriate professional ethical standards; and
e. The candidate's general and specific knowledge, skills, and dispositions needed to successfully complete the particular program and to function effectively in the profession for which he or she is training, as set forth in each program's written candidate policies, procedures, and professional competencies, as well as the standards and rules adopted or recognized by the applicable professional organizations.

SECTION 3. ACADEMIC CRITERIA FOR UNDERGRADUATE CANDIDATES IN LICENSURE OR CERTIFICATION PROGRAMS ASSOCIATED WITH GRADUATION WITHOUT RECOMMENDATION FOR CERTIFICATION

A. Disclaimer. Admission to or graduation from an undergraduate program leading to licensure or certification in the School of Education at SUNY Oswego (e.g., recommendation for NY State teacher certification, extension, endorsement, or licensure does not constitute a guarantee that the candidate will be granted a New York State certificate, extension, endorsement, or license.

B. Graduation from a Teacher Certification Program in the School of Education without recommendation for teaching certification: Unsuccessful Student Teaching Experience. Most undergraduate programs in the School of Education require that candidates successfully complete Student Teaching experiences in order to complete the undergraduate major (in order to be eligible for graduation) and be recommended for certification. If a candidate within one of these undergraduate majors fails to successfully complete the student teaching requirement, the candidate may be eligible to graduate within his/her major but without a recommendation for certification.

i. **General Criteria** Candidates must have completed all the general education requirements required by SUNY Oswego and all core, cognate, and concentration courses in the major, excluding the student teaching requirement. Additionally, candidates must maintain a 2.50 cumulative GPA to be eligible for this option.

ii **Department Specific Requirements.**

a. Department of Curriculum and Instruction

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Candidates must attempt a student teaching placement. The decision to withdraw from student teaching is made in conjunction with the candidate, the host (cooperating, mentor) teacher, the candidate's student teaching supervisor, the candidate's advisor, the coordinator of student teaching, and the department chair. The candidate must replace the credits associated with the 14 credit student teaching requirement with departmental- approved content-related coursework completed either prior to the student-teaching semester or following the attempted student-teaching semester. In order to be considered for graduation without a recommendation for certification, the candidate must meet all other graduation requirements including the number of university-required credit hours, minimum 2.50 cumulative GPA, and completion of all other major, concentration, cognate, and general education requirements. Candidates will be eligible to graduate with a Bachelor of Science degree in education without recommendation for certification.

b. Department of Technology

Candidates must attempt a student teaching placement. If the first placement is determined to be unsuccessful, either from the candidate's or the department's viewpoint, an appeal must be made to the faculty to withdraw from student teaching and substitute the equivalent number of credits (14 semester hours) with additional coursework. The coursework must be technical in nature and must be pre-approved by the Chair of the Department of Technology or the advisement coordinator. Candidates will be eligible to graduate with a Bachelor of Science degree in technology without recommendation for certification.

c. Department of Vocational Teacher Preparation

Candidates who do not complete the 10-credit student teaching placement must replace those credits with 10-12 credits of education courses or content-specific coursework. All replacement coursework must be pre-approved by the Chair or Advisement Coordinator of Department of Vocation Teacher Preparation. Candidates will be eligible to graduate with a Bachelor of Science degree in vocational teacher preparation without recommendation for certification.

SECTION 4. ACADEMIC AND PROFESSIONAL DECISIONS SUBJECT TO REVIEW.

A candidate or student who is terminated from a program by a department under Article II (below) of this policy may request a review of such a decision by the Dean's Office following the procedures set out in Article III (below) of this policy.

SECTION 5. ACADEMIC AND PROFESSIONAL DECISIONS NOT SUBJECT TO REVIEW.

An individual who is denied entrance to the School of Education or to one of its programs cannot request a review of that decision beyond the department level. In addition, a candidate cannot request a review under this policy of any of the following:

A. a decision not to transfer credits earned at another institution or in another on-campus program;
B. a decision denying a request to have a program or course requirement waived;
C. a decision denying a request for an exception to a program or course policy or procedure;
D a decision that the candidate failed a comprehensive or other summative exam;
E an evaluation by a field, school, or program supervisor;
F a decision to place the candidate on probation;
G a decision that a candidate should be removed from a class; or
H. a decision to withdraw a candidate from, or assign or reassign a candidate to, a field placement, internship, or clinical experience.

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SECTION 6: GRADUATION FROM A TEACHER CERTIFICATION PROGRAM IN THE SCHOOL OF EDUCATION WITHOUT RECOMMENDATION FOR TEACHING CERTIFICATION: NO STUDENT TEACHING EXPERIENCE.

Most undergraduate programs in the School of Education require that candidates successfully complete Student Teaching experiences in order to complete the undergraduate major (in order to be eligible for graduation) and be recommended for certification. If a candidate within one of these undergraduate majors chooses not to attempt the student teaching requirement, the candidate must discuss graduation options with the Advisement Coordinator in the candidate's home department.

ARTICLE II—TERMINATION OF A CANDIDATE FOR CERTIFICATION OR LICENSURE FROM A PROGRAM BY A DEPARTMENT

SECTION 1. GROUNDS FOR TERMINATION FROM A PROGRAM.

The phrase "termination from a program" as used in this policy refers to and includes both the decision to " ask a candidate for licensure or certification to leave a program" and the decision to "not recommend a candidate for licensure or certification for state certification." It is possible for an individual to be terminated from a licensure or certification program (and therefore not be recommended for a state licensure or certification), yet graduate from the university and graduate from the program (See Article 1, Section 3). A department may terminate a candidate from a program for failure to meet, satisfy, or demonstrate satisfactory performance with respect to one or more of the academic and/or professional criteria in Article 2 Section 2

SECTION 2 NOTIFICATION OF PROPOSED ACTION TO TERMINATE A CANDIDATE FOR LICENSURE OR CERTIFICATION FROM A PROGRAM.

A. The department chair or other program decision maker informally consults with a candidate for licensure or certification about a proposed decision to terminate that candidate from the program. If the candidate chooses to withdraw from the program, the matter is considered concluded.

B. If a candidate chooses to continue in the program after the informal consultation, the department chair will hand deliver, mail, or email to the candidate a letter:

   i. notifying the candidate of the proposed action, including the effective date of that action;
   ii. setting out the reasons for the proposed action; and
   iii. providing the candidate five class days after the hand-delivery, postmark , or email date to make a written or email request to meet formally with the department chairperson, and/or other appropriate decision-maker(s), to discuss the decision.

C. All email communication to a candidate must be sent to the candidate's official SUNY Oswego email address.

SECTION 3 DEPARTMENT-LEVEL REVIEW MEETING

A. If the candidate does not request a meeting with the department chair, and/or other decision-makers if appropriate, within the timeframe set out in the notification of proposed action, the department chair will hand-deliver, mail, or email to the candidate a program decision letter (Section 4, below), which may be appealed either through the Office of the Dean of the School of Education for undergraduate candidates or through the Office of the Dean of Graduate Studies for graduate students (Article III).

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B. If the candidate wishes to meet with the department chair and/or other appropriate decision-maker(s), the candidate must make a written request for such a meeting within five class days after the notification of proposed action was hand delivered or five class days after it was postmarked or e-delivered. This written or emailed request for a meeting should be addressed to the department chair and shall provide all of the information and explanations the candidate wants to be taken into consideration in making the decision. This written or emailed request for a meeting must be signed and dated. An email from a candidate is considered "signed" if the email originates from the candidate's SUNY Oswego email address. An email from a candidate's non-SUNY Oswego email address is not considered signed. The request for a meeting must contain all the following information:

   i. A statement identifying the decision that is being requested for review;
   ii. A statement explaining why the candidate believes that the decision should be changed;
   iii. Any information and specific evidence that the candidate has to support his/her belief that the decision should be changed;
   iv. The candidate's current address, telephone number, and e-mail address; and
   v. A signed and dated statement giving the department chairperson or designee and/or other appropriate decision-maker(s) permission to talk to person(s) who may have relevant information. If the request is emailed, then this statement with signature and date may be faxed, sent as a PDF attachment, hand delivered, or sent under separate cover. If the candidate refuses to sign and date such a release, the review process is thereby concluded and the program decision stands.

C. Within five class days of receiving a written request from the candidate, the department chair will schedule a meeting between the candidate, the department chair, and one or more of the decision-makers if appropriate. Whenever possible, the meeting should be held within 10 class days of the date the candidate's request for review was received by the department chair.

   i. This meeting will be conducted by the department chair. The candidate will be given the opportunity to provide the chair with information or explanations to provide a context for the candidate's performance the decision-makers may ask questions.
   ii. The candidate is expected to be personally present at the meeting, to speak on his or her own behalf, and to appropriately participate in the process of the meeting. If the candidate elects to do so, he or she may be accompanied by either a faculty member of the School of Education or program classmate who may observe but not actively participate in the meeting, except at the department chair's sole discretion. At least one day prior to the review meeting, the candidate shall inform the department chair of the name of the support person, if any.
   iii. The duration of this meeting is at the sole discretion of the department chair.

SECTION 4 PROGRAM DECISION LETTER.

A. Whether or not the candidate chooses to meet with program decision-makers, the program decision-makers will finalize the departmental decision. The department chair will then hand-deliver, mail, or email to the candidate a program decision letter notifying the candidate of the outcome. If the decision is to terminate the candidate from the program, the program termination decision letter will notify the candidate of the opportunity to have the department's decision reviewed either through the Office of the Dean of the School of Education for undergraduate candidates or through the Office of the Dean of Graduate Studies for graduate students (Article III).

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B. Once the department chair has hand delivered, mailed, or emailed to the candidate the program termination decision letter, the candidate will not be permitted to attend or register for classes or to participate in any School of Education sponsored clinical program, field experience, practicum, student teaching experience, internship, or activity, except at the discretion of the department chair.

ARTICLE III—APPEAL OF PROGRAM TERMINATION DECISIONS (CANDIDATES FOR CERTIFICATION OR LICENSURE)

SECTION 1. STANDARD FOR APPEALING A PROGRAM TERMINATION DECISION.

A department's decision to terminate a candidate from a program, and thus not to recommend the candidate for state certification or licensure will be overturned only if the Dean of the School of Education for undergraduate candidates or the Dean of Graduate Studies for graduate candidates determines that the department's decision was based upon an unfair process. The Dean will not reverse a department's decision simply because the Dean might have reached a different decision given the performance of the candidate.

SECTION 2. CANDIDATE REQUEST FOR APPEAL MEETING

A. A candidate who wishes to appeal a department decision to terminate the candidate from a program must submit a written request for an appeal meeting within five class days after the program termination letter was hand delivered, postmarked, or emailed either to the Office of the Dean of the School of Education for undergraduate candidates or to the Office of the Dean of Graduate Studies for graduate candidates. If the candidate does not deliver this request within these time limits, the candidate waives his or her right to an appeal, and the program termination decision stands.

B. The request for an appeal meeting must be in writing and must contain the following information:

i. A statement identifying the program decision that is being appealed;
ii. A statement explaining why the candidate believes that the program decision process was unfair, and should be changed;
iii. Any information and evidence that the candidate has to support his or her belief that the decision was based upon an unfair process and should be changed;
iv. The candidate's current address, telephone number, and e-mail address; and
v. A signed and dated statement giving the Dean permission to talk to person(s) who may have relevant information. If the request is emailed, then this statement with signature and date may be faxed or sent as a PDF attachment or hand delivered or sent under separate cover. If the candidate refuses to sign such a release, the appeal process is thereby concluded and the program termination decision stands.

SECTION 3 APPEAL PROCEDURE FOR UNDERGRADUATE CANDIDATES FOR LICENSURE OR CERTIFICATION

A. The Dean of the School of Education will schedule an appeal meeting with the candidate. The Dean will notify the candidate and the original decision-makers of the date, time, and place of the appeal meeting. Whenever possible, the appeal meeting will be held within 10 class days of the date the candidate's request for review was received in the Dean's Office.

B. If without good cause, as determined by the Dean, the candidate fails to appear for the appeal meeting, the candidate shall be deemed to have abandoned his or her appeal, and the original program decision shall stand.

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C. Candidates are expected to be personally present at the appeal meeting, to speak on their own behalf, and to appropriately participate in the process of the appeal meeting. If the candidate elects to do so, the candidate may be accompanied by either a faculty member of the School of Education or program classmate who may observe but not actively participate in the appeal meeting, except at the Dean's sole discretion. At least one day prior to the appeal meeting, the candidate shall inform the Dean's Office of the name of the support person, if any.

D. As a general rule, the following process will be followed at the appeal meeting:

i. No recording or verbatim record of the meeting is permitted.
ii. The Dean will provide the candidate with an opportunity to explain the candidate's reasons for requesting that the program's decision be changed. The Dean may then ask questions of the candidate. The Dean may conclude the meeting at any time after the candidate has been heard by the Dean .
iii. The duration of this meeting is at the sole discretion of the Assistant Dean.

E. After the conclusion of the appeal meeting, the Dean will deliberate the request for review. Such deliberation, at the Dean's sole discretion, may include discussions with the candidate, the department chairperson, other decision-makers, or any others who have relevant information at times other than the appeal meeting. The Dean of the School of Education may take any of the following actions:

i. Affirm the original decision to terminate the candidate from the program, and thus not recommend a candidate for state certification;
ii. Reverse the original decision to terminate the candidate from the program;
iii. Reverse the original decision to terminate the candidate from the program, subject to the candidate meeting additional requirements; or
iv. Request additional information before making a decision.

G. After reaching a decision, the Dean's Office will hand deliver, mail, or email a letter setting out the decision of the Dean of the School of Education to the candidate and the department chairperson within five class days of the review meeting whenever possible. If the Dean needs additional information, the timeline for notification of the decision may be extended at the discretion of the Dean or his/her designee.

H. A candidate may request a meeting with the Dean of the School of Education after receiving the decision letter. At the sole discretion of the Dean, the time, place, and duration of the meeting will be scheduled.

I. The decision of the Dean of the School of Education is final and is not subject to further review or appeal within the School of Education.

SECTION 4. APPEAL PROCEDURE FOR GRADUATE CANDIDATES FOR LICENSURE OR CERTIFICATION

A. The Dean of Graduate Studies will schedule an appeal meeting with the candidate . The Graduate Studies Office will notify the candidate and the original decision-makers of the date, time, and place of the appeal meeting. Whenever possible, the appeal meeting should be held within 10 class days of the date the candidate's request for review was received in the Graduate Studies Office.

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B. If without good cause, as determined by the Dean of Graduate Studies, the candidate fails to appear for the appeal meeting, the candidate shall be deemed to have abandoned his or her appeal, and the original program decision shall stand.

C. Candidates are expected to be personally present at the appeal meeting, to speak on their own behalf and to appropriately participate in the process of the appeal meeting. If the candidate elects to do so, he or she may be accompanied by either a faculty member of the School of Education or program classmate, who may observe but not actively participate in the appeal meeting, except at the Dean of Graduate Studies' sole discretion. At least one day prior to the appeal meeting, the candidate shall inform the Graduate Studies Office of the name of the support person, if any.

D. As a general rule, the following process will be followed at the appeal meeting:

i. No recording or verbatim record of the meeting is permitted.
ii. The Dean of Graduate Studies will provide the candidate with an opportunity to explain the candidate's reasons for requesting that the program's decision be changed. The Dean may then ask questions of the candidate. The Dean may conclude the meeting at any time after the candidate has been heard by the Dean.
iii. The duration of this meeting is at the sole discretion of the Dean of Graduate Studies.

E. After the conclusion of the appeal meeting, the Dean of Graduate Studies will deliberate the request for review. Such deliberation, at the Dean's sole discretion, may include discussions with the candidate, the department chairperson, other decision-makers, or any others who have relevant information at times other than the appeal meeting.

F. Upon review of relevant documents, the Dean of Graduate Studies may take any of the following actions:

i. Affirm the original decision to terminate the candidate from the program, and thus not recommend a candidate for state certification or

ii. Reverse the original decision to terminate the candidate from the program;
iii. Reverse the original decision to terminate the candidate from the program, subject to the candidate meeting additional requirements; or
iv. Request additional information before deciding to affirm the original decision; reverse the original decision; or reverse the original decision which could be subject to the candidate meeting additional requirements.

G. After reaching a decision, the Graduate Studies Office will hand deliver, mail, or email a letter setting out the decision of the Dean of Graduate Studies to the candidate and the department chairperson within five class days of the review meeting whenever possible. If the Dean additional information, the timeline for notification of the decision may be extended at the discretion of the Dean.

H. The decision of the Dean of Graduate Studies is final and is not subject to further review or appeal within the School of Education.

ARTICLE IV—PROGRAM TERMINATION AND APPEAL PROCEDURES FOR CANDIDATES IN NON-LICENSURE/NON-CERTIFICATION PROGRAMS

Graduate and undergraduate candidates in programs not leading to licensure or certification follow procedures outlined in the Student Handbook (http://www.oswego.edu/student/handbook.html) and/or the

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Undergraduate or Graduate Catalogs (available at http://www.oswego.edu/academics/catalogs.html). See especially the sections discussing Judicial Procedures (in the Student Handbook), Scholarly Standards (Undergraduate Catalog), and Academic Procedures and Regulations (Graduate Catalog)

ARTICLE V—PROFESSIONAL COMPETENCIES FOR SCHOOL OF EDUCATION CANDIDATES

SECTION 1. GENERAL PROFESSIONAL COMPETENCIES. The professional competencies required of candidates for successful completion of the all programs housed in the School of Education at SUNY Oswego are described in Article 1, Section 1(B)(iii)(a-e)

SECTION 2. SPECIFIC PROFESSIONAL COMPETENCIES.

The specific professional competencies that apply to admission, retention, and completion of professional education programs at SUNY Oswego are guided by

A. *The School of Education Conceptual Framework* (http://www.oswego.edu/academics/colleges_and_departments/education/about/conceptual_framework.html) ;

B. The *School of Education Professional Dispositions (http://www.oswego.edu/academics/colleges_and_departments/education/about/prof_dispositions.html);*

C. The Interstate New Teacher Assessment and Support Consortium (for candidates in teacher certification programs) (InTasc, 2011, http://www.ccsso.org/documents/2011/intasc_model_core_teaching_standards_2011.pdf)

SECTION 3. DEMONSTRATING PROFESSIONAL COMPETENCE.

Professional behavioral and social attributes related to the professional competencies are demonstrated by behaviors in courses, internships, field experiences, practica, and student teaching consistent with those described in the each department's Field Placement Policies and/or Internship Policies.

SECTION 4. EVALUATING PROFESSIONAL COMPETENCE.
The faculty of the School of Education at SUNY Oswego systematically evaluate the performance of candidates based on the written policies, procedures, and professional competencies of each program. On occasion, faculty may determine that additional assistance is necessary beyond the normal feedback and assessment provided by courses and field experiences. Under such circumstances:

A. Faculty member(s) may meet with a candidate to reach agreement on strategies for improving performance in the area of concern. Such an agreement must be summarized in a Candidate Consultation Report (Section 3).

B. As a result of such consultation, a department may impose a period of probation during which timely candidate progress toward sustained professional performance is carefully and frequently monitored. Such a period of probation must be described in a Candidate Consultation Report (Section 3) signed by the department chairperson or designee.

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C. A department may recommend to the Dean that a candidate be terminated from a program if his/her performance is unprofessional or unsatisfactory for other reasons (e.g., ???) and additional time in the program will not result in significantly improved performance. If it is the recommendation of a department to terminate a candidate from a program, the ***Fair Process Policy and Procedures*** of the SUNY Oswego School of Education will be followed.

SECTION 5. CANDIDATE CONSULTATION REPORT.

To ensure that candidates across as SOE departments have had opportunities to discuss questionable, difficult, and/or complicated circumstances, additional documentation is needed to support programmatic decision making when such challenging situations arise.

A. The Candidate Consultation Report consists of the following parts:

i. Name(s) of candidate, faculty member, and other professional participants, if any.
ii. Date, time, and place of the consultation meeting.
iii. Reason(s) for the consultation. This part should be completed by the faculty member(s) prior to the candidate consultation.
iv. Action(s) to be taken by each participant, with conditions and consequences (if any) and timeline.
v. Signature of candidate, date, and agreement by the candidate to [a] and to one of the three other statements [b], [c], or [d]

a. [✓] I have read the reason(s) for consultation and the action(s) expected from each participant, including myself. This statement must always be checked.

One of the following statements must also be checked:

b. [ ] I understand and agree with all the actions to be taken as described above.

c. [ ] I understand and agree with the actions to be taken as described above, except as follows: [Exceptions to candidate actions should be completed by the candidate. The actions of other participants are unaffected by candidate exceptions or (dis)agreement.]

d [ ] I do not agree with any of the actions to be taken as described above

vi. Dated signature(s) of the faculty member(s).
vii. Dated signature of the department chair, if appropriate.

B. Copies of the completed Candidate Consultation Report will be given to the candidate and the faculty member(s); the original will be given to the department chair. A copy of the Candidate Consultation Report must be forwarded to the Dean's Office to ensure that the dean is aware of the concerns and to allow for annual reporting to occur in a timely manner. Candidate Consultation Report(s) will be kept on file in the department office by the department chair. When the candidate completes the program, graduates from the university, or withdraws from the university, the Candidate t Consultation Report(s) will be filed in either the candidate's permanent folder or student teaching/internship folder.

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SUNY Oswego • School of Education

Candidate Consultation Report

Candidate Name: _____
Date:_____
(Print)

Other Participants: _____
Time:_____
(Print Name & Title)

_____
Place:_____
(Print Name & Title)

_____
(Print Name & Title)

Reason for Consultation:

Actions to Be Taken By Participants:

[✓] I have read the reason(s) for consultation and the action(s) expected from each participant, including myself. This statement must always be checked.

Check one of the following boxes:

[ ] I understand and agree with all the actions to be taken as described above.

[ ] I understand and agree with the actions to be taken as described above, except as indicated above. The actions of other participants are unaffected by candidate exceptions or (dis)agreement.

[ ] I do not agree with any of the actions to be taken as described above

Candidate Signature:_____Date:_____

Other Signature:_____Title: _____Date:_____

Other Signature:_____Title: _____Date:_____

Other Signature:_____Title: _____Date:_____

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ARTICLE VI: RESOLUTION OF CANDIDATE COMPLAINTS

SECTION 1. SCOPE. The provisions of this policy apply to all candidates enrolled in any program in the School of Education.

SECTION 2. RESPONSIBILITY OF FACULTY, ADMINISTRATORS, AND PROFESSIONAL STAFF TO RESOLVE PROBLEMS.

A. The School of Education seeks to provide students with the best programs and services possible; to be responsive to student input in its efforts to improve services; and to resolve problems that may interfere with student progress through our programs. The objective is to monitor the provision of services by systematically keeping track of areas of candidate concern as part of our ongoing efforts to be accountable to our constituencies and to improve services.

B. All faculty, staff, and administrators in the School of Education are expected to respond to candidate problems and concerns with sensitivity and in a timely fashion..

SECTION 3. RESPONSIBILITY OF CANDIDATES TO RESOLVE PROBLEMS.

A. Candidates are responsible for knowledge of program requirements, School of Education policies and procedures, knowledge of their academic standing, and for taking appropriate action in a timely fashion.

B. A candidate must first make every reasonable effort to resolve problems informally by direct communication with the original participant(s) (e.g., course instructor, advisor, advisement coordinator, field placement coordinator). If the student and other original participants cannot negotiate a jointly agreeable resolution, then the student contacts the department chair. If an agreeable resolution to the concern is not obtained at the departmental level, then undergraduate candidates take his/her complaint in writing to the Dean of the School of Education. Graduate candidates take any problems not resolved at the departmental level to the Dean of Graduate Studies.

C. Extenuating circumstances involving Title IX complaints (e.g., sexual harassment) preclude informal resolution. In such cases, the resolution of the complaint will follow the procedures outlines below in Section 4. The candidate should go directly to the department chair or dean .Additionally, any incident that involves an allegation of sex discrimination, including sexual harassment and/or assault, should be immediately reported to SUNY Oswego's Title IX Coordinator or Title IX Investigator. (For more information, please go to http://www.oswego.edu/about/titleix/incidentreport.html)

SECTION 4. PROCEDURES FOR MAKING, DOCUMENTING, AND RESOLVING A FORMAL COMPLAINT.

A. The candidate explains the problem to the chair or dean. A summary of the problem is recorded on the Candidate Consultation Report. The chair or dean, may ask the candidate to describe the problem in writing and to provide supporting documentation.

B. The candidate and the chair or dean work cooperatively to find an acceptable resolution. Any plan to address a problem will clearly and unambiguously state who will be responsible for carrying out all actions. The response to the candidate complaint will be outlined on the Candidate Consultation Report.

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C. Both the candidate and the chair or dean must sign the completed Candidate Consultation Report. The original participant(s) in the dispute must also sign the form if they participated in the resolution to the candidate's complaint, or if they will be responsible for carrying out some part of the resolution plan.

D. A signed original of the completed Candidate Consultation Report will be kept on file in the office of the chair or dean for seven years.

E. A copy of the completed and signed Candidate Consultation Report should be provided to the initiating candidate.

F. The chair will annually review all Candidate Consultation Reports and prepare a report analyzing and summarizing program or service delivery shortcomings and making recommendations for improvements. These reports should in turn be reviewed annually by the Dean of the School of Education and the Graduate Dean, who will work with department chairs and others to implement improvements.

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CHAPTER 5: FACULTY POLICIES

Revisions in progress 2014

ARTICLE 1: FACULTY WORKLOAD

The following workload policies apply to all full-time and part-time faculty, except where specifically noted.

SECTION 1. CLASS SIZE

A. Enrollments for courses in the School of Education are limited to 50 students in lower division(100 and 200 level) undergraduate courses, 30 in upper division (300 and 400 level)courses, and 20 in graduate (500 and 600 level) courses. Instructionally based rationales exist for lower enrollments in some courses (e.g…*need an example here*..)

B. SUNY Oswego Faculty Assembly or SUNY Central Administration may promulgate policy in regard to double workload credit. In the absence of such policy, the School of Education awards double workload credit for teaching a single large section of a required course will be awarded if the total number of students is greater than 85 for lower division undergraduate courses, 50 for upper division undergraduate courses, and 35 for graduate courses.

SECTION 2. NUMBER OF ADVISEES

A. Advisement responsibility within a department must be equitably distributed among the faculty. The department chair and faculty in each department determine the equivalent advisement loads across programs, and reasonable advisement expectations for all faculty.

B. In general, part-time instructors are not assigned advisees.

C. Full-time temporary faculty (e.g., Visiting Assistant Professors) are assigned advisees at the prerogative of the respective department chair.

SECTION 3. TEACHING LOAD AND WORKLOAD.

A. Section 52.21(b)(2)(i)(h) of the New York State Education Department Commissioner's Regulations requires that "faculty teaching assignments in teacher education programs shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses."

B. The ***SUNY Oswego Faculty & Professional Staff Handbook*** states "the instructional portion of faculty workload assignments for full-time faculty at the College is generally equivalent to 12 semester hours per semester during the academic year" (Section 6, page 1, available at http://www.oswego.edu/administration/provost/fpsh/fps_handbook_sec6.html). No distinctions are made for the level of courses taught.

C, Professional standards recommend faculty load for undergraduate and graduate teaching loads (e.g., NCATE states that "Faculty loads for teaching on campus and online generally do not exceed 12 hours for undergraduate teaching and nine hours for graduate teaching per

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semester or the equivalent." [Standard 6a, http://www.ncate.org/Standards/UnitStandards/UnitStandardsinEffect2008/tabid/476/Default.aspx)

D. Overall workload equity should prevail for all faculty members across the School of Education. That is, the instructional load plus research and service effort – i.e., overall workload – should generally be equitable for all faculty who teach graduate or undergraduate courses or some combination.

E. (under revision)

F. The criteria for all personnel decisions in the School of Education are based on criteria of the ***Policies of the Board of Trustees*** (available at the HR office) – mastery of subject matter, teaching, research, service, and continuing growth. Specifically, expectations for research, service, and quality of instruction for faculty teaching graduate and undergraduate courses are identical in the School of Education. (See the School of Education Scholarship Policy.)

SECTION 4. SYLLABUS REQUIREMENTS

A. Consistent with SUNY Oswego policy (http://www.oswego.edu/Documents/faculty_assembly/Handouts%20Spring%202011/Syllabus%20Requirements%20approved%20FA%205%202%2011.pdf) during the first week of each course, the instructor of every section of an undergraduate or graduate course at SUNY Oswego will distribute a course syllabus for that section (either printed or web-published).

B. The syllabus must include, the information listed below:

i. Course title, number and section, as well as semester and year
ii. Class meeting days, times and location
iii. Instructor name, contact information and office hours
iv. Required and recommended textbooks/materials
v. A section on grading that includes required learning activities (papers/projects/exams/quizzes, etc.) along with their relative weight in the overall course grade. Attendance and /or make-up policies should be included here if they impact grading.
vi. Student learning objectives
vii. Final Exam date and time or a statement indicating that there is no final exam
viii. Disability Statement *"If you have a disabling condition, which may interfere with your ability to successfully complete this course, please contact the Office of Disability Services."*
ix. Intellectual Integrity Statement *"SUNY Oswego is committed to Intellectual Integrity. Any form on intellectual dishonesty is a serious concern and therefore prohibited. The full policy can be found at http://www.oswego.edu/integrity"*

C. The School of Education also requires a statement in the syllabus addressing the use of the Assessment and Evaluation system.

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SECTION 5. STUDENT TEACHING RATIOS. Individual faculty members shall not supervise more than 18 student teachers per semester, or 4.5 student teachers per 0.25 teaching load per semester. This is consistent with Title 8, Chapter II, Part 52.21, §b(2)(i)(h) of the NY State Regulations of the Commissioner and similar recommendations from SOE accrediting agencies (e.g., NCATE standards)

SECTION 6. PRACTICA AND FIELD EXPERIENCE,RATIOS.

A. In undergraduate programs that require practica, field experiences or internships, there should be no more than 30 candidates to 1 faculty member per course, or fewer if required by applicable professional standards.

B. Graduate programs are expected to meet applicable professional standards. For those graduate programs not governed by professional standards, the department in consultation with the Dean shall determine the appropriate candidate/faculty ratio based upon warranted practice in the field.

SECTION 8. INTERNSHIP RATIOS.

A. In undergraduate programs that require an internship, the ratio of candidates to faculty should be no more than 15:1 for a semester, or fewer if required by applicable professional standards.

B. In the graduate programs, the ratio of students to faculty varies according to differing instructional activities associated with the internship. The graduate programs are expected to meet applicable professional standards. For those graduate programs not governed by professional standards, the department in consultation with the Dean shall determine the appropriate ratio based upon warranted practice in the field.

SECTION 9. INDEPENDENT STUDY. Faculty in the School of Education assume responsibility for supervising candidates for Independent Studies (on courses that bear credit for the candidate but not for the faculty member) in a manner consistent with institutional policy.

SECTION 10. SCHOOL OR SITE INVOLVEMENT. Faculty shall strive to embed all courses in the appropriate professional setting, as is appropriate for the particular discipline. Therefore, faculty involvement in a professional setting is generally viewed as part of the regular instructional load (see Section 4B???). In the case of Professional Development School (PDS) initiatives, departments or the Dean may provide assigned time for participating faculty.

SECTION 11. ASSIGNED TIME. In general, assigned time for faculty depends on the size of the program, and specific programmatic needs. Examples of assigned time include department chair, program coordinator, admissions coordinator, student teaching coordinator, advisement coordinator, coach and trainer. Responsibility for a grant or special project may also fall under this category.

ARTICLE 2: SCHOLARSHIP STATEMENT

SECTION 1. DEFINITION OF SCHOLARSHIP. The School of Education embraces a comprehensive definition of scholarship that is inclusive of the diverse creative and scholarly activities consistent with our mission of collaborating in partnerships with citizens of the world to develop, implement, and assess innovative, socially conscious educational programs for all learners. Though there is diversity within the school in terms of the types of scholarship recognized, there are salient commonalities across departments:

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A. Consistent with the mission, scholarship should reflect the School's commitment to exceptional teaching, and to collaborating with the public.

B. Scholars are current in their field as evidenced by reading widely, participating in professional and community associations and conferences, publishing in peer reviewed journals, and/or authoring book chapters or books.

C. Scholars also engage in grant writing to further our understanding of topics relating to education, research in their subject matter field, research that integrates theory and practice, curriculum development that is reported in the literature, and/or pedagogical innovations.

D. Third party validation, for example through peer review, or receiving a competitive grant or award, is necessary in assessing the contribution of one's scholarship.

E. Internal evaluation of all scholarly activities conforms to the published ***Policies of the Board of Trustees***.

F. Scholarship is recognized as both reflective and peer-reviewed and as a tool to add breadth and depth to one's teaching and one's professional expertise. As such, the School of Education explicitly recognizes and supports the presentation of scholarship through a variety of lenses such as that articulated by Boyer (1997) and summarized Nibert (n.d.)

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Boyer Model of Scholarship (from Nibert, n.d)

TYPE OF SCHOLARSHIP	PURPOSE	EXAMPLES OF MEASURES OF PERFORMANCE (ALL ARE VARIANTS OF A PEER REVIEW PROCESS AND/OR EXPLICITLY REFLECTIVE PROCESS)
Discovery	Build new knowledge through traditional research	• Publishing in peer-review forums • Presenting at peer-reviewed conferences • Creating infrastructure for future studies (e.g., grant preparation
Integration	Interpret the use of knowledge across disciplines; making connections across disciplines	• Preparing and professionally promulgating a comprehensive literature review • Writing a textbook for use in multiple disciplines • Collaborating with colleagues to design and deliver a core course across disciplines • Course development and approval
Application	Aid society & professions in addressing problems; using research findings & innovations described by others to remedy societal issues.	• Serving industry, government, &/or NGOs as an external consultant • Assuming leadership roles in professional organizations • Advising student leaders, thereby fostering their professional growth
Teaching	Study teaching models & practices to achieve optimal learning. This is also known as SOTL, Scholarship of Teaching & Learning	• Advancing learning theory through classroom research • Developing and testing instructional material • Designing and implementing a program level assessment system

Boyer, E.L. (1997). *Scholarship Reconsidered: Priorities of the Professorate.* San Francisco: Jossey-Bass
Nibert, M. (n.d.) *Boyer's Model of Scholarship.* Retrieved 6 February 2012 from http://academicaffairs.unca.edu/sites/academicaffairs.unca.edu/files/BoyersModel.pdf

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SECTION 2. PROMOTING SCHOLARSHIP FOR ALL

The School of Education faculty pursue scholarly endeavors that are both self-renewing and in alignment with the School's overall mission. The administration of the School of Education is committed to acquiring and allocating adequate resources that foster the growth and development of exemplary teachers as scholars. Cogent examples of the various levels of administrative support provided include, but are not limited to exchanges and sabbaticals, joint appointments, graduate assistants, reduced teaching loads, travel funds, assigned time to develop long range departmental research agendas, laboratory equipment, and the development of personal growth contracts toward the attainment of tenure and promotion.

ARTICLE 3: GUIDELINES REGARDING DISCRETIONARY SALARY INCREASES (DSI)

SECTION 1. DSI AVAILABILITY. DSI is a negotiated benefit within the Union contract supporting faculty and professional staff. DSI is only available when the contract in effect includes the DSI benefit.

SECTION 2. DOCUMENTATION. Faculty preparing material or consideration for Discretionary Salary Increases (DSI) should create documentation to support the DSI request that follows the recommendations promulgated by the Office of the Provost and/or Faculty Assembly. Based on their recommendations, it may be required that documentation be presented via an online submission process.

ARTICLE 4: PERIODIC REVIEW OF FACULTY ON CONTINUING APPOINTMENT

SECTION 1. RATIONALE.

A. The School of Education's ***Conceptual Framework*** emphasizes the importance of seven principles including authentic learning, social justice, knowledge, practice, reflection, collaboration & leadership. All faculty members in the unit should continually assess and reflect upon their professional practice as educators (reflection), and continually seek opportunities to work together and learn from one another (collaboration).

B. The ***Policies of the Board of Trustees*** (2006, Article XII, Title A) state that the purpose of evaluation shall be the appraisal of the extent to which each academic employee has met his or her professional obligations to the University. Continuing growth is one of the five criteria listed for consideration during evaluation of academic employees, and it is commonly demonstrated by keeping abreast of current developments in one's field and being able to successfully accept increased responsibility.

C. Accreditation agencies for Schools of Education (e.g., NCATE, CAEP) include at least one standard specific to faculty qualifications, performance and development. SUNY Oswego's School of Education utilizes a systematic and comprehensive evaluation system that includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

SECTION 2. EVALUATION PROCEDURE. Pursuant to these tenets, the School of Education embraces a collegial view of performance evaluation that provides an avenue for all faculty to reflect, grow and improve as vital members of the academy, and as active contributors to SUNY Oswego's learner-centered community. With this goal firmly in mind:

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A. Department Chairs in the School of Education will, at their first departmental faculty meeting in the fall semester, identify those faculty members on continuing appointment (tenured) who have not submitted materials supporting consideration for promotion or discretionary salary increase (DSI) (if available) within the previous two years. This first faculty meeting should occur not later than October 1st and not earlier than the date for departmental submission of DSI folders to the School of Education's peer review committee. (In years when DSI funds are not available, the first faculty meeting should not occur earlier than September 1st).

B. The Department Chair shall inform in writing those individuals identified that the following materials should be prepared for submission to her/his office not later than May 1st of the subsequent spring semester. If the department chair is the faculty member being reviewed, she/he will submit the above materials to the Dean of the School of Education by May 1st:

i. An updated and complete curriculum vita;
ii. Student evaluations from not less than two classes (six preferred) taught by the faculty member during the previous two years (summer sessions included);
iii. A written peer evaluation of at least one class session held during the current academic year [faculty are encouraged to invite peer review(s) from outside their own department, and even from outside the School of Education]; and
iv. A brief reflective statement written by the faculty member that describes how the peer review process has informed his/her teaching effectiveness, and the extent to which it may have influenced or informed future scholarship or service.

C. The Department Chair will review the materials submitted by faculty members on continuing appointment and schedule a meeting with each of them prior to the end of May. This session will allow time for further reflection, formative assessment, and collegial discussion that is pertinent to the faculty member's teaching, scholarship and service.

D. If any area(s) of concern arise as a result of the evaluation process, the faculty member and department chair will draft a mutually agreed upon plan for performance and development that spans two following two years.

E. All materials assembled and collected during this process shall be placed in the faculty members' personnel folders maintained in the department chair's office.

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ARTICLE 5: GRADUATE FACULTY
Revision in progress 2014

SECTION 1: PREAMBLE The designation of Graduate Faculty member in the School of Education is a reaffirmation of the School's commitment to the principles of human diversity and to excellence in teaching and scholarly activity. The criteria for the School of Education Graduate Faculty outline standards that promote the selection and continuing growth of graduate faculty within the School of Education and which are consistent with those of major national accrediting bodies.

SECTION 2. CRITERIA FOR SUNY OSWEGO SCHOOL OF EDUCATION GRADUATE FACULTY.
A. Graduate faculty possess a terminal degree from an accredited institution of higher education that is directly relevant to the instructional assignments of the faculty member.

B. Graduate faculty have a minimum of one year of full-time experience in teaching at the graduate or undergraduate level, and provide evidence of effectiveness/success in their past teaching assignments.

C. Part-time graduate faculty meet the requirements for full-time graduate faculty.

D. Graduate faculty with the responsibility for supervision of school-based field experiences have experiences in the school setting in which that supervision takes place.

E. Graduate faculty remain informed about the scholarly work in the areas in which they teach.

F. Graduate faculty are actively involved in professional associations, and provide education-related services at the local, state, national and/or international levels in their areas of expertise and assignment.

G. Graduate faculty regularly obtain and/or, use feedback from students, peers, and/or duly authorized review committees to improve the quality of teaching, scholarly and creative activities, and service within the School of Education.

H. Graduate faculty demonstrate both theoretical and applied competence in their area(s) of expertise through significant, successful professional experience in the area(s) in which they instruct.

I. Graduate faculty demonstrate ongoing commitment to facilitating/promoting the growth, development, and progress of graduate students by teaching at least one graduate level course within a two year period and maintaining within the department a proportional share of the graduate student advisement load.

J. Graduate faculty are committed to graduate programs as demonstrated by ongoing, active involvement in activities such as supervision of graduate student projects/theses, summer instruction, and participation on appropriate School of Education and College committees (particularly those impacting on graduate education).

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K. An active program of scholarly and professional activity is maintained by graduate faculty. Scholarly and professional activity includes such endeavors as:

i. Publications in scholarly journals
ii. Original research
iii. Grant-writing
iv. Holding office in professional organizations
v. Professional practice within the area of instructional expertise
vi. Presentations at professional conferences
vii. Consultation and public speaking in the area of professional expertise
viii. Program and curricular development

SECTION 3. EXCEPTIONS TO REQUIREMENTS. In special circumstances, exceptions to the requirements in Section 1, A-C may be made for individuals who demonstrate exceptional qualities and/or professional achievement that clearly enhance the quality of the graduate program to which they are appointed and for whom fully-qualified, alternative appointees are unavailable. In such cases, the department must forward its recommendation to the School of Education Faculty Council with a description of the efforts made to find a qualified applicant and a description of the unique qualifications which warrant that the appointment outside of established guidelines for graduate faculty be approved. Persons appointed pursuant to this section shall be designated **Associate Graduate Faculty**.

SECTION 4. THESES & PROJECT ADVISEMENT. Faculty who do not have assigned time for graduate advisement, are eligible for a one course reduction in their subsequent teaching load as follows:

A. Faculty who complete 16 or more projects/theses in a 3-year period are eligible for a one course reduction in teaching load in the next academic year.

B. It is the responsibility of the faculty member to document the completion of projects/theses through departmental or Graduate Studies records, and to request such a course reduction in writing prior to the date when course schedules for the next semester are finalized. The chair of the department may postpone a project/thesis course reduction for one semester, pending resource availability.

SECTION 5. CRITERIA FOR COOPERATING TEACHERS AND OTHER FIELD-BASED SUPERVISORS IN GRADUATE PROGRAMS

A. Cooperating teachers and other on-site, field-based supervisors of graduate candidates in applied settings have a minimum of three years of experience in the area in which they are supervising, are certified for the areas in which they are teaching or working, and are recommended by the appropriate school administrator or other professional manager.

B. Exceptions may be made for otherwise qualified cooperating teachers and field-based supervisors in school settings where shortages exist.

SECTION 6. COMPLIANCE PROCEDURES.

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A. Within each department that offers graduate programming within the School of Education, a graduate faculty member will be selected by the department to act as coordinator of graduate studies for that department. The coordinator, in conjunction with the department chair (graduate coordinator and chair may be the same person), annually reviews the records of current or prospective appointees to the graduate faculty with respect to adherence to the criteria for appointment to the graduate faculty.

B. Appointment to the graduate faculty is made by the Dean of Graduate Studies upon the recommendation of the Dean of the School of Education. Credentials of prospective nominees are reviewed by the appropriate chair and graduate coordinator. From the chair and coordinator, the appointment form is forwarded to the Dean of Education for his/her approval. The Dean of Education may refer the application to the Faculty Council for its opinion on the qualifications of the candidate for graduate status. The Dean of Education then sends his/her recommendation forward to the Dean of Graduate Studies for his/her action.

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ARTICLE 6: FACULTY COUNCIL BYLAWS
REVISIONS IN PROGRESS 2014

SECTION 1: PREAMBLE

The *Policies of the Board of Trustees of the State University of New York* state that "the faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the education process" (Article X, Paragraph 4). Furthermore, the *State University College at Oswego Faculty Bylaws* (Article IV) define the right of departments to organize themselves, by majority vote, for consultation under the *Policies of the Board of Trustees.* Therefore, the faculty of the School of Education at the State University College at Oswego hereby set forth the following *Faculty Council Bylaws* to insure faculty participation in the governance of the School of Education.

SECTION 2: GOVERNANCE ROLE

A. Purpose and Functions.

i. The Faculty Council of the School of Education shall provide leadership on behalf of, and represent the faculty in:

a. identifying short and long term goals and implementing related plans consistent with the mission statement and conceptual framework of the School of Education;

b. developing, implementing, assessing, revising, and maintaining school-wide policies; and

c. reviewing and recommending department curriculum and program initiatives to the Dean and faculty governance. .

ii. The Faculty Council shall serve in an advisory and communication capacity on behalf of the faculty with respect to the administration of the School of Education.

iii. The Faculty Council shall be responsible for responding to institutional needs for School of Education faculty representation.

B. Participation

i. Membership & Terms of Office.

a. The membership of the Faculty Council shall be as follows:

1. one voting faculty or professional staff (with term or permanent appointment) representative, and one alternate, elected from and by each academic department;
2. one person elected from and by the administrative staff; and
3. one undergraduate and one graduate student representative, appointed by Faculty Council.

b. Representatives shall not have an administrative distribution-of-effort appointment exceeding 1/2, and shall not hold an appointment as Dean, Associate Dean, or Assistant Dean.

ii. Each faculty, staff, and student representative shall serve a three-year term.

iii. Members who serve two consecutive three-year terms shall not be eligible for

Council membership for a period of one year following completion of their terms. Exceptions to this policy may be made by a majority vote at a School of Education Faculty meeting upon recommendation by the Faculty Council.

SECTION 3: ELECTION OF MEMBERS.

A. Departmental elections shall be held at the end of the spring semester to fill any representative and alternate vacancies that exist on the Faculty Council.

B. In the event that a member's position on the Faculty Council is vacated before the term is completed, a special election shall be held to select the new representative and alternate to complete the term.

SECTION 4. OFFICERS.

The officers of the Faculty Council and their duties shall be:

A. Chairperson elected by the Faculty Council annually with the following duties:
   i. chair all Faculty Council and School of Education Faculty meetings;
   ii. develop the agenda and schedule for School of Education Faculty meetings in consultation with the Dean (see Section 6B, below);
   iii. serve as liaison to the School of Education Administrative Advisory Council;
   iv. convene an organizational meeting of the School of Education Peer Review Committee before the end of the spring semester (see Section 8F, below); and
   v. make periodic reports to the faculty and professional staff of the School of Education.

B. Vice-Chairperson elected by the Faculty Council annually with the duty to serve in the absence of the Chair.

C. Secretary elected by the Faculty Council annually with the following duties:
   i. distribute reports to the faculty and professional staff of the School of Education; and
   ii. maintain the records of the Faculty Council and School of Education Faculty meetings.

SECTION 5: FACULTY COUNCIL MEETINGS

A. The Faculty Council shall meet on a regular basis during the academic year.

B. Special meetings of the Faculty Council may be called by the Chairperson or by petition of four Faculty Council members.

C. Meetings shall be open to all persons holding faculty, staff, or student rank in the School of Education.

SECTION 6. SCHOOL OF EDUCATION FACULTY MEETINGS.

A. The School of Education Faculty shall meet at least once per semester. The meeting schedule and agenda(s) shall be developed by the Chair of Faculty Council in consultation with the Dean (see Section 4A, above).

B. Special meetings of the School of Education Faculty may be called by the Dean, or Faculty Council, or by petition to the Dean or Chair of Faculty Council submitted by six School of Education voting faculty and/or professional staff members with term or permanent appointment.

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C. The purpose for School of Education Faculty Meetings include:

i. improving awareness of and communication among the departments within the School;

ii. discussion and decision-making relative to issues that are pertinent to all School of Education faculty and professional staff; and

iii. dissemination of information from the Dean and other invited guests.

D. The voting faculty of the School of Education shall be composed of the members of the academic staff having academic rank and term or continuing appointments in the departments of the School of Education.

E. Professional staff with term or permanent appointments in the School of Education and qualified voting faculty in the School of Education may vote at School of Education Faculty Meetings, except for amendments to the Faculty Council Bylaws

F. The quorum for a School of Education Faculty meeting shall be one-third of the School of Education voting faculty and/or professional staff members with term or permanent appointment, representing at 2/3 of the SOE academic departments.

SECTION 7: COMMITTEE STRUCTURE AND FUNCTIONS

A. Rules of Conduct Governing Committees.

i. All committees under the auspices of the School of Education Faculty Council (e.g., standing, ad hoc) forward their minutes to the Faculty Council.

ii. Each committee shall be responsible for forwarding actions to the Faculty Council; it is the responsibility of the Faculty Council to bring these actions forward at SOE meetings for faculty approval.

B. Membership on standing committees is defined in SECTION 8, below. Because the function of each committee is advisory, Faculty Council or the elected members of each committee may recruit additional members from among the School of Education voting faculty, qualified voting faculty in other schools and colleges at SUNY Oswego, professional staff with term or permanent appointments in other schools and colleges at SUNY Oswego, or the SUNY Oswego student body. However, the majority of each committee must be School of Education voting faculty or professional staff members with term or permanent appointments In order for a vote to be taken at a committee meeting, a majority of the members at that meeting must be SOE voting faculty or professional staff members with term or permanent appointments.

C. *Ad hoc* committees may be created by the Faculty Council and charged to consider specific tasks over a specific time frame. Committee members may be elected or appointed by Faculty Council as appropriate.

SECTION 8. STANDING COMMITTEES.

A. The Assessment Committee is responsible for:

i. Developing recommendations on policies, procedures, and priorities to implement

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and enhance the Unit Assessment System, which produces data on candidate performance, program quality, and unit operations that are used to improve the School of Education and its programs;

ii. Reviewing data on the quality of programs and unit operations generated by the Unit Assessment System and reviewing program assessment plans and annual program assessment reports generated by the program faculty within departments in order to coordinate collaborative efforts across departments to improve program and unit operations; and monitor the implementation on program and operational improvements; and

iii. Coordinating professional development activities that will support faculty, administrators and staff in each department arid program in implementing the School of Education's assessment goals.

B. The Diversity Committee is responsible for:

i. Developing recommendations on policies, procedures, and actions to address the School of Education's goals to increase:
   a. Student body diversity,
   b. Faculty diversity,
   c. Field placement diversity; and
   d. Attention to diversity issues in the curriculum, professional development, campus culture, and the larger community;

ii. Coordinating professional development activities that will support faculty in each department and program in implementing the School of Education's diversity goals.

C. The Educational Technology Committee is responsible for:

i. Developing recommendations on policies, procedures, and actions to insure that
   a) Candidates are prepared to use information technology as a tool to engage all P-12 students in authentic learning ;
   b) Faculty model best information technology practice in School of Education programs;
   c) Appropriate current information technology is utilized in the unit assessment system to evaluate and improve the unit and its programs; and
   d) Office and instructional facilities available to the School of Education feature current information technologies that allow faculty to model effective technology use and candidates to practice technology use in instructional and other professional environments.

ii. Coordinating professional development activities that will support faculty and candidates in the use of current information technologies

D. The Field Placement Committee is responsible for:

i. Serving in an advisory capacity to support the efforts of the Field Placement Office to establish collaborative relationships with school and other professional partners to:
   a. Increase the number of high quality placements for candidates seeking certification or licensure with field-based supervisors who are appropriately certified and tenured; and

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b. model best practice instructional strategies, including the use of technology, to promote authentic learning in P-I2 urban and rural school settings
c. model best practices in other professional settings for candidates in non-licensure/non-certification programs.
d. Prepare every candidate for a successful field placement and,; and
e. Increase the quality of field placement operations within departments and in the Field Placement Office with regard to efficiency, effectiveness, and service satisfaction.

ii. Developing recommendations on policies, procedures, and implementation plans to accomplish these goals in each department and program; and
iii. Working with the Field Placement Office to provide professional development activities that support faculty in each department and program in their efforts to accomplish these goals.

E. The Professional Development School Committee is responsible for:
i. Promoting efforts to create and sustain collaborative professional development partnership schools (PDPSs) and professional development schools (PDSs)
ii. Developing recommendations on policies, procedures, implementation plans, and assessments to accomplish these goals;
iii. Coordinating professional development · activities that will support faculty in each department and program in their efforts to accomplish these goals; and
iv. Serving as an advisory group to the Dean, and others charged with coordinating the PDS/PDPS activities of the School of Education.

F. School of Education Peer Review Committee.
i. The membership and functions of the Peer Review Committee are defined by Appendix D of the *State University College at Oswego Faculty Bylaws.*
ii. Each department in the School of Education shall elect a representative to the Peer Review Committee by March 30 of the academic year. Department chairpersons shall forward the names of the elected representatives to the Faculty Council Chairperson by April 1 of the same academic year.
iii. The Facu1ty Council Chairperson, supported by the Dean's Office staff, shall be responsible for convening an organizational meeting of the Peer Review Committee before the end of the springsemester of the same academic year.

SECTION 9: PROTOCOLS

A. Precedence of Bylaws. No part of the Facu1ty Council Bylaws is intended to infringe upon the governing policies and procedures of the *State University College at Oswego Faculty Bylaws* or the *Policies of the Board of Trustees of the State University of New York.* If contradictions occur, the superior document takes precedence. The *Oswego Faculty Bylaws* takes precedence over these *SOE Faculty Council Bylaws*; the *Policies of the Board of Trustees* takes precedence over both the *Oswego Faculty Bylaws* and the *SOE Faculty Council Bylaws.*

B. Amendments to Bylaws.
i. Amendments to these Bylaws may be proposed in writing to the Facu1ty Council by

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any member of the School of Education voting faculty or professional staff with term or permanent appointment. Upon favorable action by a two-thirds majority of the Faculty Council or if a petition for such amendment is presented to the Chair of the Faculty Council signed by twelve School of Education voting faculty and/or professional staff with term or permanent appointment, the proposed amendment(s) shall be presented at the next School Faculty meeting for adoption or rejection without amendment from the floor.

ii. Adoption of amendments to these Bylaws shall require the affirmative action of a simple majority of the School of Education voting facu1ty present and voting at a meeting duly called for that purpose. In the case of a tie vote, the business will be tabled until the next meeting for another vote. The Chair of the Faculty Council will advise School of Education voting faculty of such meetings at least two weeks in advance of the meeting via email .All amendments shall be distributed to the School of Education voting faculty in Writing at least two weeks prior to the meeting called to discuss them.

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CHAPTER 6: SOE UNIT ASSESSMENT SYSTEM

March 2014

The SUNY Oswego Unit Assessment System is a document that reflects the day-to-day workings of the School of Education. The document is revised on a regular basis to incorporate updates including technical concerns (e.g., hardware and software, data management system), candidate and program assessment protocols, and data analysis.

The most current SOE Unit Assessment System Document is available on the SOE website.

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